Selections from the Records of the Madras Government.

No. XXXVIII.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY,

FOR

1872-73.

PUBLISHED BY AUTHORITY.

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No. 1,718.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 20th *August* 1873.

From

E. B. POWELL, ESQ., C.S.I.,
Director of Public Instruction,

To

THE HONORABLE W. HUDLESTON,
Chief Secretary to Government,
Fort Saint George.

SIR,—I have the honor to submit the Report on Public Instruction in the Madras Presidency for the official year 1872-73. I was on privilege leave from the 9th May to the 5th August 1872, and during that period Colonel R. M. Macdonald, Inspector-General of Registration, and formerly Inspector of Schools for the 1st Division, acted for me. It is only right to observe that, undertaking the duties of the office when he did, the heavy work of preparing the report for 1871-72 and the consideration of certain rather difficult administrative questions devolved upon Colonel Macdonald.

Introduction.

I.—GENERAL STATISTICS.

2. The total number of schools in connexion with the department increased during the year by 2,379, and the total number of scholars by 56,862. In 1871-72 the increases were 922 schools and 19,980 scholars, and these figures were correctly described as unprecedented in the report for that year. The table in the margin shows that the extremely high figures for the year under review arise from action taken in connexion with elementary education: the formation of Local Fund Boards, and the appointment of additional Deputy Inspectors of Schools and Inspecting School-

Number of schools and scholars.

Classification by Standard of Instruction.	Number of Schools.		Number of Scholars.	
	1871-72.	1872-73.	1871-72.	1872-73.
Colleges	13	13	418	480
Higher-Class Schools ..	52	52	11,883	11,902
Middle do.	484	444	23,346	24,217
Lower do.	3,373	5,707	76,741	129,282
Mixed Middle-Class Schools.	23	18	1,227	911
Do Lower do. ..	273	339	10,977	13,729
Girls' Schools, Higher Class	1	1	116	88
Do. Middle do...	84	41	5,364	3,134
Do. Lower do...	78	144	2,787	6,070
Normal Schools	16	17	1,785	1,929
Professional Schools ..	4	4	548	312
Total ..	4,401	6,780	135,192	192,054

masters, have evidently given a great stimulus to lower-class instruction. It is not to be supposed that the surprising advance in numbers, gratifying as it no doubt is, has been accompanied by a corresponding advance in the quality of instruction. The extreme largeness of the numerical increase would itself throw doubt upon such a conclusion, and it will be seen from other parts of this report, and especially from the reports of the Inspectors of Schools, that very much remains to be done to render Lower-Class Schools even moderately efficient. The number of Colleges remains unaltered, as a Collegiate Department was again formed at the Gospel Society's Trichinopoly High School, while the Seminary of the same Society at Sullivan's Gardens was transferred from the grade of a College to that of a Higher-Class School. Notwithstanding this transfer of the Seminary, the number of Higher-Class Schools remains unchanged, owing to the Madrasa-i-Azam having been constituted a Middle instead of a Higher-Class School. The decrease in Middle-Class Schools is due to the transfer to the Lower-Class of several schools formerly ranked in the Middle-Class. The increase in the number of Mixed Schools of the Lower-Class is accounted for by a change in the denomination of the schools. The additional Normal School is the one recently established at Nursapur by the Local Fund Board. The second table compares for 1872-73 and 1871-72 the number of schools and scholars in the several districts:—

Distribution of Schools in three great Classes and by Districts.		1871-72.		1872-73.					
						Increase.		Decrease.	
		Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Schools.	Pupils.	Schools.	Pupils.
Government Colleges and Schools.		118	9,347	123	9,363	5	16	..	..
Aided Schools		2,904	98,315	4,537	142,341	1633	44,026	..	..
Schools under inspection, but not receiving aid		1,379	27,630	2,120	40,350	741	12,820	..	..
Total ..		4,401	135,192	6,780	192,054	2379	56,862	..	..
1st Dn.	Ganjam	180	4,089	241	5,402	61	1,313	..	..
	Vizagapatam . ..	154	4,473	182	5,312	28	839	..	..
	Godavery	285	7,799	312	8,473	27	674	..	..
	Kistna	88	2,966	386	8,475	298	5,509	..	..
2nd Dn.	Bellary	156	4,356	410	9,027	254	4,671	..	..
	Kurnool	199	3,500	250	4,398	51	898	..	..
	Cuddapah	212	4,057	347	6,315	135	2,258	..	..
	Nellore	270	5,371	383	6,931	113	1,560	..	..
3rd Dn.	Madras and Chingleput ..	348	19,750	523	22,867	175	3,117	..	..
	South Arcot	259	6,608	443	10,799	184	4,191	..	..
4th Dn.	North Arcot	223	7,165	441	12,621	218	5,456	..	..
	Salem	190	4,849	325	7,603	135	2,754	..	..
	Tanjore	341	11,680	494	17,767	153	6,087	..	..
	Trichinopoly	112	3,682	183	5,112	71	1,430	..	..

Distribution of Schools in three great Classes and by Districts.	1871-72.		1872-73.					
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Increase. Schools.	Increase. Pupils.	Decrease. Schools.	Decrease. Pupils.
5th Dn. Coimbatore	486	10,764	617	13,479	131	2,715	..	..
5th Dn. Madura	282	8,285	317	10,478	35	2,193	..	..
5th Dn. Tinnevelly	328	11,849	510	16,988	182	5,139	..	..
6th Dn. Malabar	199	10,560	329	16,466	130	5,906	..	..
6th Dn. South Canara	89	3,389	87	3,541	..	152	2	..
Total ..	4,401	135,192	6,780	192,054	2381	56,862	2	..

	Schools.	Pupils.
Aided entirely from Local Funds	4,081	110,078
From Provincial Funds	381	28,808
From Provincial as well as Local Funds ..	75	3,455
	4,537	142,341
Total Increase ..	2,379	56,862

It will be seen that somewhat over three-fourths of the increase of scholars belong to aided schools, and almost the whole of the remainder to schools at present unaided, but under improvement with the view of qualifying for results' grants. The districts which show the greatest advance are, taken in order, Tanjore, Malabar, the Kistna, North Arcot, Tinnevelly, Bellary, and South Arcot; South Canara stands at the bottom, showing a decrease of two schools and a small increase of 152 scholars. The large sphere of action of Local Fund and Municipal Boards is evidenced by the fact that 4,081 schools with 110,078 pupils are supported by, or draw their entire aid from, such Boards; in 1871-72 the corresponding numbers were 2,361 schools and 63,898 pupils.

3. The following tables show in detail the distribution of schools and scholars in the several districts on the 31st of March 1873:—

1*st*.—With reference to the Agency by

Names of Districts.	Classification of Government Schools.			Government Colleges and Schools.		Private Colleges					
								Receiving			
								From Provincial Funds.		From Local Funds.	
				Number of Institutions.	Pupils.	Union Schools.	Pupils.	Established by Missionary Societies.	Pupils.	Established by Missionary Societies.	Pupils.
	Class.	No.	Pupils.								
Ganjam	Higher.	1	157	23	1,104	..	..	..	..	..	..
	Middle.	5	190								
	Lower.	16	749								
	Normal.	1	8								
Vizagapatam	Middle.	6	170	7	271	1	35	1	158	..	..
	Normal.	1	101								
Godavery	Higher.	1	219	5	391	173	3,942	1	131	7	363
	Middle.	3	160								
	Normal.	1	12								
Kistna	Middle.	1	72	1	72	4	141	4	575	7	248
Bellary	College.	1	16	5	314	10	306	5	538	..	..
	Higher.	1	215								
	Middle.	2	79								
	Lower.	1	4								
Cuddapah	Higher.	1	166	2	188	2	101	1	50	..	..
	Lower.	1	22								
Kurnool	Higher.	1	123	4	181	4	117	..	..	..	..
	Middle.	2	38								
	Lower.	1	20								
Nellore	Middle.	1	61	2	102	40	1,309	3	362	..	..
	Lower.*	1	41								
Madras and Chingleput	College†	3	127	17	1,322	2	265	26	4,425	50	2,899
	Higher.	1	166								
	Middle.	6	457								
	Mixed Middle.	1	26								
	Normal.	2	234								
	Professional.	4	312								
South Arcot	Higher.	1	175	10	650	6	161	2	183	4	132
	Middle.	9	475								
North Arcot	Higher.	1	356	7	983	2	82	4	356	3	169
	Middle.	5	439								
	Normal.	1	188								
Salem	Higher.	1	320	6	705	2	66	4	149	31	749
	Middle.	5	385								
Tanjore	College.	1	102	8	799	8	925	18	2,154	41	1,437
	Higher.	1	279								
	Middle.	5	395								
	Lower.	1	23								
Trichinopoly	Middle.	1	141	2	357	..	..	6	758	20	637
	Normal.	1	216								

*This school (Yenadi School, Sriharicottah,) is under the Educational Inspector, 3rd Division.

which they are managed :—

AND SCHOOLS.

Grants-in-aid.												
From Provincial Funds.		From Local Funds.			Schools under Inspection, but not receiving Grants-in-aid.		Total Number of Private Colleges and Schools.		Total Colleges and Schools.			
Established by other than Missionary Societies.	Pupils.	Established by other than Missionary Societies.	Pupils.	Total Pupils.		Pupils.		Total Pupils.		Total Pupils.	Educational Divisions.	Total Number of Pupils according to Divisions.	Total Number of Pupils in Government Institutions according to Divisions.
17	522	143	2,907	3,429	58	869	218	4,298	241	5,402			
9	376	112	2,895	3,464	52	1,577	175	5,041	182	5,312	I.	27,662	1,838
24	1,105	98	2,269	7,800	4	282	307	8,082	312	8,473			
16	714	170	3,881	5,559	183	2,844	385	8,403	386	8,475			
2	121	220	4,888	5,853	167	2,860	405	8,713	410	9,027			
6	190	188	3,791	4,132	148	1,995	345	6,127	347	6,315	II.	26,671	785
3	159	133	2,590	2,866	106	1,351	246	4,217	250	4,398			
2	144	139	2,451	4,266	197	2,563	381	6,829	383	6,971			
28	3,887	397	9,911	21,387	3	158	506	21,545	523	22,867	III.	33,666	1,972
2	208	419	9,465	10,149	..	..	433	10,149	443	10,799			
29	976	205	5,765	7,348	191	4,290	434	11,638	441	12,621			
18	651	90	2,445	4,060	174	2,838	319	6,898	325	7,603			
13	1,312	87	3,157	8,985	319	7,983	486	16,968	494	17,767	IV.	43,103	2,844
10	294	94	2,330	4,019	42	736	181	4,755	183	5,112			

† Includes the Senior or College Departments of the Medical and Civil Engineering Colleges.

Names of Districts.	Classification of Government Schools.			Government Colleges and Schools.		Private Colleges					
								Receiving			
								From Provincial Funds.		From Local Funds.	
				Number of Institutions.	Pupils.	Union Schools.	Pupils.	Established by Missionary Societies.	Pupils.	Established by Missionary Societies.	Pupils.
	Class.	No.	Pupils.								
Coimbatore	Middle.	6	331	6	331	2	60	6	403	3	191
Madura	Higher.	1	191	3	282	..	..	5	477	52	1,393
	Middle.	2	191								
Tinnevelly	..	..	..	..	..	..	..	35	2,039	318	10,372
Malabar	College.	1	32	8	800	42	2,070	12	1,341	13	474
	Higher.	2	399								
	Middle.	4	241								
	Normal.	1	128								
South Canara ..	College.	1	19	7	511	25	1,051	6	489	9	395
	Higher.	1	225								
	Middle.	4	147								
	Normal.	1	120								
	Total ..			123	9,363	323	10,631	141	14,588	567	19,449

N. B.—The Trichinopoly and Vellore Normal Schools are under the Inspector of Schools, Presidency them was 216 and 188 respectively.

AND SCHOOLS.

Grants-in-aid.													
From Provincial Funds.		From Local Funds.			Schools under Inspection, but not receiving Grants-in-aid.		Total Number of Private Colleges and Schools.		Total Colleges and Schools.	Total Pupils.	Educational Divisions.	Total Number of Pupils according to Divisions.	Total Number of Pupils in Government Institutions according to Divisions.
Established by other than Missionary Societies.	Pupils.	Established by other than Missionary Societies.	Pupils.	Total Pupils.		Pupils.		Total Pupils.					
18	1,356	325	7,126	9,136	257	4,012	611	13,148	617	13,479			
17	1,018	158	5,585	8,473	82	1,723	314	10,196	317	10,478	V.	40,945	613
21	858	99	2,987	16,256	37	732	510	16,988	510	16,988			
3	207	167	8,409	12,501	84	3,165	321	15,666	329	16,466			
											VI.	20,007	1,311
2	122	22	601	2,658	16	372	80	3,030	87	3,541			
240	14,220	3,266	83,453	142,341	2,120	40,350	6,657	182,691	6,780	192,054	..	192,054	9,363

Division, though they are included among the schools of the 4th Division; the number of pupils in

2*nd*.—With reference to the

Districts.	Boys' Schools.										Mixed			
	Colleges.	Number of Pupils.	Higher-Class Schools.	Number of Pupils.	Middle-Class Schools.	Number of Pupils.	Lower-Class Schools.	Number of Pupils.	Total Schools.	Total Pupils.	Higher-Class Schools.	Number of Pupils.	Middle-Class Schools.	Number of Pupils.
1st Division.														
Ganjam	..	..	1	157	21	697	216	4,487	238	5,341	..	..	..	..
Vizagapatam ..	..	..	3	427	23	824	148	3,470	174	4,721	..	..	1	36
Godavery	..	..	4	632	28	1,104	274	6,377	306	8,113	..	..	..	..
Kistna	1	23	2	418	22	881	356	6,837	381	8,159	..	..	..	..
2nd Division.														
Bellary	1	16	2	519	16	555	385	7,634	404	8,724	..	..	1	73
Kurnool	..	..	1	123	9	314	240	3,961	250	4,398	..	..	..	..
Cuddapah	..	..	1	166	8	291	337	5,808	346	6,265	..	..	..	..
Nellore	..	..	1	298	15	841	364	5,706	380	6,845	..	..	1	24
3rd Division.														
Madras and Chingleput	5	239	16	4,091	26	3,121	411	10,624	458	18,075	..	..	3	184
South Arcot	..	..	3	459	17	939	417	9,195	437	10,593	..	..	..	..
4th Division.														
North Arcot	..	..	1	356	36	1,620	395	10,050	432	12,026	..	..	1	46
Salem	..	..	1	320	25	1,123	291	5,882	317	7,325	..	..	2	56
Tanjore	3	140	7	1,679	32	2,696	430	12,371	472	16,886	..	..	..	..
Trichinopoly ..	1	11	2	649	12	462	162	3,622	177	4,744	..	..	..	..
5th Division.														
Coimbatore	..	..	1	391	28	1,633	584	11,299	613	13,323	..	..	2	61
Madura	..	..	1	191	23	1,489	290	8,598	314	10,278	..	..	1	52
Tinnevelly	..	..	1	239	43	1,666	282	8,879	326	10,784	..	..	..	..
6th Division.														
Malabar	1	32	3	562	42	2,861	87	3,435	133	6,890	..	..	3	225
South Canara ..	1	19	1	225	18	1,100	38	1,047	58	2,391	..	..	3	164
Total ..	13	480	52	11,902	444	24,217	5,707	129,282	6,216	165,881	..	..	18	911

a Of these 23 are girls.
b Of these 37 are girls.
c Of these 18 are girls.
d Of these 240 are girls.
e Of these 13 are girls.
f Of these 28 are girls.
g Of these 33 are girls.

Note.—Girls attending Lower-

Ganjam	..
Vizagapatam	158
Godavery	58
Kistna	29
Bellary	27
Kurnool	23
Cuddapah	19
Nellore	116
Madras and Chingleput ..	199
South Arcot	142
North Arcot	156

Girls attending purely Female
Do. Mixed
Do. Lower-Class
Do. Normal

Standard of Instruction :—

Schools.				Girls' Schools.								Normal Schools.		Profes-sional Schools			
Lower-Class Schools.	Number of Pupils.	Total Schools.	Total Pupils.	Higher-Class Schools.	Number of Pupils.	Middle-Class Schools.	Number of Pupils.	Lower-Class Schools.	Number of Pupils.	Total Schools.	Total Pupils.	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Total Schools.	Total Pupils.
..	..	..	..	..	..	..	..	2	53	2	53	1	8	..	..	241	5,402
..	..	1	*a* 36	..	..	..	..	6	454	6	454	1	101	..	..	182	5,312
..	..	..	..	..	..	..	..	4	319	4	319	2	41	..	..	312	8,473
..	..	..	..	..	..	..	..	4	136	4	136	1	180	..	..	386	8,475
..	..	1	*b* 73	..	..	2	112	3	118	5	230	..	..	..	..	410	9,027
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	250	4,398
..	..	..	..	..	..	1	50	..	..	1	50	..	..	..	..	347	6,315
..	..	1	*c* 24	..	..	1	40	1	22	2	62	..	..	..	..	383	6,931
7	485	10	*d* 669	1	88	15	1,504	33	1,985	49	3,577	2	234	4	312	523	22,867
1	62	1	*e* 62	..	..	..	..	5	144	5	144	..	..	..	..	443	10,799
..	..	1	*f* 46	..	..	1	105	6	256	7	361	1	188	..	..	441	12,621
1	21	3	*g* 77	..	..	2	72	3	129	5	201	..	..	..	..	325	7,603
..	..	..	..	..	..	2	97	20	784	22	881	..	..	..	..	494	17,767
..	..	..	..	..	..	2	71	3	81	5	152	1	216	..	..	183	5,112
..	..	2	*h* 61	..	..	1	65	1	30	2	95	.	..	..	..	617	13,479
..	..	1	*i* 52	..	..	..	..	1	58	1	58	1	90	..	..	317	10,478
125	3,892	125	*j* 3,892	..	..	7	369	47	1,320	54	1,689	5	623	..	..	510	16,988
186	8,699	189	*k* 8,924	..	..	5	504	1	20	6	524	1	128	..	..	329	16,466
19	570	22	*l* 724	..	..	2	145	4	161	6	306	1	120	..	..	87	3,541
339	13,729	357	14,640	1	88	41	3,134	144	6,070	186	9,292	17	1,929	4	312	6,780	192,054

h Of these 33 are girls.
i Of these 18 are girls.
j Of these 1,039 are girls.
k Of these 1,157 are girls.
l Of these 78 are girls.

Total .. 2,717

Class Boys' Village Schools—

Salem	5
Tanjore	50
Trichinopoly	5
Coimbatore	322
Madura	523
Tinnevelly	393
Malabar	..
South Canara	..
Total ..	2,225

Schools	9,292
do.	2,717
Village Boys' Schools ..	2,225
Schools	96
Total ..	14,330

4. The area and population adopted in the accompanying table are those obtained from the Revenue Board and used in the report for 1871-72; they do not represent the final results of the late census, which as yet have not been published. The districts are arranged in the order in which they stood last year, according to the quantity of education afforded in them. While all districts share in the numerical advance which has taken place, it will be seen that the relative positions of many have been changed. Madras and Tinnevelly, however, still head the list, and Vizagapatam remains at the bottom. The relative position of the six educational divisions is unaltered :—

Ratio of area and population to education.

Districts.	Area in Square Miles.	Population.	Scholars connected with the Department.	Proportion of Population to one Pupil.
Madras	2,780	1,336,184	22,867	58
Tinnevelly	5,176	1,689,421	16,988	99
Coimbatore	8,181	1,804,899	13,479	134
Tanjore	3,654	1,975,042	17,767	111
Godavery	6,224	1,684,179	8,473	187
Malabar	6,002	2,274,466	16,466	138
Nellore	8,462	1,375,349	6,931	198
South Arcot	4,873	1,762,525	10,799	163
South Canara	3,902	918,870	3,541	259
Madura	9,502	2,259,263	10,478	215
Kurnool	7,358	955,457	4,398	217
North Arcot	7,139	2,007,667	12,621	159
Trichinopoly	3,515	1,197,936	5,112	234
Cuddapah	8,367	1,343,762	6,315	313
Ganjam	8,313	1,487,227	5,402	275
Bellary	11,007	1,653,154	9,027	183
Salem	7,483	1,963,243	7,603	258
Kistna	8,036	1,439,252	8,475	170
Vizagapatam	18,344	2,284,254	5,312	430
DIVISIONS.				
3rd Division	7,653	3,098,709	33,666	92
5th do.	22,859	5,753,583	40,945	140
6th do.	9,904	3,193,336	20,007	160
4th do.	21,791	7,143,888	43,103	166
2nd do.	35,194	5,327,722	26,671	200
1st do.	40,917	6,794,912	27,662	246

5. The accompanying statement shows the race and sex of the pupils entered in the preceding tables, and places the figures for 1871-72 in comparison with those for last year. While the number of European

Race and Sex of Pupils.

Race.	1871-72.			1872-73.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Europeans ..	272	234	506	306	203	509
East Indians ..	2,727	1,942	4,669	2,562	1,785	4,347
Native Christians.	8,952	4,291	13,246	9,926	5,160	15,086
Hindus	105,214	5,010	111,224	155,044	7,105	162,149
Mahomedans ..	5,523	8	5,531	9,779	64	9,843
Parsees	1	15	16	19	10	29
Jews	..	..	..	1	..	1
Pariahs	..	..	..	87	3	90
Total ..	123,689	11,503	135,192	177,724	14,330	192,054

boys has increased, that of European girls has decreased. In the case of East Indians a decrease attaches to both sexes; this is an unsatisfactory feature. Native Christians, Hindus, and Mahomedans show an increase for both males and females; and, though the increase is far greater for males, still the additional number of girls under instruction is decidedly considerable.

6. The table in the margin places in comparison the number of pupils, boys and girls, studying different languages last year and in 1871-72. Of course such of the pupils as study more than one language enter the numbers in the table more than once. With the exception of a few military students who learn Tamil and Telugu in the Civil Engineering College, no languages are studied in that institution, the Medical College, the School of Arts, and the School of Ordnance Artificers.

Languages studied.

Languages.	Boys.		Girls.	
	1871-72.	1872-73.	1871-72.	1872-73.
English	38,726	51,417	3,215	3,070
Tamil	68,674	88,402	5,514	7,172
Telugu	36,857	64,485	1,642	2,459
Malayalum	9,251	14,726	1,466	1,390
Canarese	3,652	6,866	300	351
Uriya	1,721	2,548	..	..
Tulu	..	104	31	37
Hindustani	1,259	2,410	1	..
Persian	139	73	..	..
Sanskrit	801	678	..	..
Latin	433	374	..	..
Greek	26	48	..	..
French	..	..	8	..
German	..	..	.	..
Arabic	20	726	..	56

7. The accompanying table shows the Inspecting Agency as it stood at the close of the year. The additions made during 1872-73 comprise 15 Deputy Inspectors and 32 Inspecting Schoolmasters; there are now two Deputy Inspectors for every district excepting Ganjam, Trichinopoly, Malabar, and South Canara. A second officer of this grade is much needed for Malabar and for Ganjam. Sanction has been given for the appointment of an extra Deputy for Malabar, but delay has occurred in nominating a man to the post, owing to a doubt as to funds being available. In consequence of Local Fund and Municipal Boards having to contribute to the pay and allowances of a Deputy Inspector, it is requisite to consult all the Boards in a district before making a fresh appointment, and this involves much confusion and loss of time. So far as the Educational Department is concerned, a second Deputy Inspector for Malabar might be appointed at once. The arrangements lately made by Government, according to which, from the beginning of 1874-75, Deputy Inspectors will draw their pay from Provincial Funds alone, will

Inspecting Agency.

Inspectors of Schools ..	6
Deputy Inspectors ..	34
Inspecting Schoolmasters	76
Superintendent of Hill Schools	1
Total ..	117

prevent a difficulty of the same nature occurring hereafter. It is advisable that the scale of pay of Deputy Inspectors should undergo revision before long, in order that fair prospects may be held out to these officers on whose honesty, intelligence, energy, and tact so much depends; at the same time, as the number of men has been very largely increased, in fact almost doubled, the work of each has been greatly diminished, and it will not be necessary to take the subject up at once. On the 12th October 1872, Mr. Bowers returned from leave and resumed charge of the 1st Division from the Acting Inspector, Mr. Kershaw. On the 10th September Mr. Fortey returned to duty and relieved Mr. Boyle, C.S. of the charge of the 2nd Division. Mr. Caldwell went on leave on the 19th August, and, as a temporary measure, Mr. Garthwaite assumed charge of the 4th Division, without prejudice to his appointment as Inspector of the 6th Division. This arrangement was put an end to on the 24th September, when Mr. Bradshaw, Head Master of Mangalore Provincial School, relieved Mr. Garthwaite of the charge of the 4th Division. Mr. Marden proceeded on leave on the 29th October, when he delivered over charge of the 5th Division to Mr. Kershaw. It is scarcely requisite to remark that numerous changes, such as those just noticed, cannot but prove injurious to a small department.

II.—University.

Results of the University Examinations from 1857 to 1873.

8. The following statement gives a summary of the results of the examinations held by the University from its establishment to the close of last official year. It is to be observed that under the head "From Private Institutions" are included students who read by themselves without attending any college or school:—

Statement of Results of University Examinations from 1857 *to* 1873.

Years.	Matriculation Examination.			First Arts Examination.			Bachelor of Arts Examination.			Bachelor of Civil Engineering Examination.			Bachelor of Laws Examination.			Remarks.
	Number of Candidates examined.	Passed		Number of Candidates examined.	Passed		Number of Candidates examined.	Passed		Number of Candidates examined.	Passed		Number of Candidates examined.	Passed		
		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.	
1857-58 { Sept. 1857.	41	29	7	No Examination.			No Examination.			No Examination.			No Examination.			Beside the results entered in this table, three candidates obtained the degree of Doctor of Medicine, one in 1858-59, another in 1870-71, and the third in 1872-73. Two candidates passed in 1868-69 and one in 1872-73 for the degree of Bachelor of Medicine and Master of Surgery; and one secured a License in Medicine and Surgery in 1867-68.
1857-58 { Feb. 1858.	79	11	7	Do.			2	..	2	Do.			Do.			
1858-59	57	22	8	Do.			9	7	1	Do.			Do.			
1859-60	52	23	..	Do.			10	2	3	Do.			4	1	..	
1860-61	80	35	13	Do.			10	6	..	Do.			5	3	..	
1861-62	195	49	33	Do.			6	5	..	Do.			5	2	2	
1862-63	252	58	47	Do.			12	6	2	Do.			4	..	2	
1863-64	390	93	50	82	19	4	21	10	1	6	1	..	10	2	..	
1864-65	565	137	86	167	39	11	29	10	1	5	4	..	3	1	1	
1865-66	555	120	109	214	53	23	8	6	..	..	..	..	2	2	..	
1866-67	895	142	164	250	57	59	18	11	2	..	..	..	10	4	3	
1867-68	1,066	128	210	350	71	46	24	13	1	..	..	..	14	3	11	
1868-69	1,320	131	193	443	53	101	53	26	14	3	1	..	31	2	14	
1869-70	1,200	167	234	531	100	120	59	28	6	2	..	..	87	3	11	
1870-71	1,358	189	235	268	22	74	65	25	9	4	2	..	3	1	..	
1871-72	1,419	169	323	205	58	39	131	38	27	2	..	..	9	..	6	
1872-73	1,530	227	384	240	43	33	83	8	21	..	..	..	8	..	5	
Total ..	11,054	1,730	2,103	2,750	515	510	540	201	90	22	8	..	195	24	55	The degree of Master of Laws has been conferred on two candidates, one in 1870 and the other in 1871.

9. The table in the margin compares the general results of the Matriculation Examinations of 1871-72 and 1872-73. So far as regards the number of first-class students, Government institutions show but a small advance in last year, while the figure for other schools and private study is all but double that in 1871-72. The case is different with respect to second-class candidates, the increase for Government institutions being about one-third of the number corresponding to 1871-72, while for other schools and private study the advance is only a little over 14 per cent. The increase in the total number of passed students is upwards of 24 per cent. The figures for 1872-73 are higher than those for any former year; at the same time the ratio of passed candidates to examinees is not satisfactory, only four out of every ten having proved successful. Looking at the large proportions which the Matriculation Examination is assuming, and the trouble and expense involved in its management, it seems very desirable that some arrangements should be devised for preventing decidedly unqualified youths from undergoing examination.

Matriculation Examination.

——		1871-72.	1872-73.
Examined		1,419	1,530
Passed.			
First Class..	From Government Institutions	20	26
	From other Schools and Private Tuition ..	20	39
Second Class.	From Government Institutions	150	201
	From other Schools and Private Tuition ..	302	345
	Total ..	492	611

10. The subjoined table places in comparison the success of individual institutions at the Matriculation Examination of 1872-73 with that attained by them in the preceding year. The table, while testifying to the diffusion of education and to the efforts of schools to pass youths at the Matriculation Examination, also suggests that there is a waste of labor and money in the case of several institutions, which might with advantage give over the attempt to produce Matriculates and confine themselves to a lower aim:—

Matriculation Examination, 1872-73.

Names of Institutions.	1871-72.		1872-73.	
	1st Class.	2nd Class.	1st Class.	2nd Class.
MADRAS GOVERNMENT INSTITUTIONS.				
Presidency College	1	21	6	31
Provincial College, Combaconum	12	17	14	40
Do. School, Mangalore	1	18	2	13
Do. do. Calicut	4	11	1	27
Do. do. Bellary	1	19	...	12
Do. do. Rajahmundry	...	4	...	7
Zillah School, Madura	...	5	2	12
Do. Kurnool	...	2	...	3
Do. Chittore	...	10	...	14
Do. Cuddalore	...	2	...	2
Do. Cuddapah	...	9	...	8
Do. Salem	...	6	...	7
Do. Berhampore	...	...	...	3
Madrasa-i-Azam	...	4	1	4
Normal School, Mangalore	1	8	...	7
Do. Trichinopoly	...	1	...	5
Do. Vizagapatam	...	8	...	6
Do. Madras	...	1	...	...
Do. Cannanore	...	3	...	...
Anglo-Vernacular School, Mylapore ...	...	1	...	...
	20	150	26	201
OTHER SCHOOLS.				
High School, Trevandrum	1	27	4	27
Pacheappah's High School	...	16	1	19
S. P. G. School, Vepery	...	2	1	9
Do. Trichinopoly	1	7	1	19
Do. Tanjore	1	11	1	14
Do. Pareyur	...	...	...	1
Wesleyan Mission School, Royapettah ...	...	1	1	2
Do. Trichinopoly ...	...	1	...	2
Do. Mysore	1	7	1	3
Bishop Cotton's School, Bangalore	...	4	2	4
Hindu Anglo-Vernacular School, Masulipatam	...	7	1	5
Hindu Anglo-Vernacular School, Tinnevelly.	...	5	...	5
High School, Sydapet	...	6	...	3
Do. Coimbatore	...	4	1	11
Do. Bangalore	1	10	1	9
Cottayam College (Church Mission) ...	...	2	4	3
Saint Joseph's College, Negapatam	3	4	2	10
Doveton Protestant College	2	6	2	10
Bishop Corrie's Grammar School	2	6	1	6

Names of Institutions.	1871-72.		1872-73.	
	1st Class.	2nd Class.	1st Class.	2nd Class.
OTHER SCHOOLS.—(Continued).				
Church of Scotland Mission Institution, Madras	...	4	2	6
Government School, Shimoga	...	4	2	5
Do. Hassan...	...	3	...	3
Do. Chittledroog	...	1	...	1
Union School, Palghaut	...	...	2	5
Catholic Seminary, Bangalore	...	...	1	...
Free Church Mission Institution, Madras ...	2	22	3	23
Do. School, Trivellore ...	...	...	...	1
Do. do., Nellore ...	2	6	...	7
Do. do., Conjeveram ...	...	4	...	4
Pacheappah's School, Conjeveram	...	5	...	4
Do. Chiddambaram ...	...	1	1	3
Saint Andrew's School, Bangalore	...	1	1	2
Military Male Orphan Asylum	...	...	1	...
London Mission Institution, Madras ...	...	2	1	4
Do. School, Bellary	...	1	...	5
American Mission School, Dindigul... ...	...	...	...	1
Hindu School, Vizagapatam	...	1	..	1
Anglo-Vernacular School, Cocanada ...	...	5	...	4
Do. Chintadrepettah...	...	...	...	1
Wesleyan Mission High School, Negapatam.	...	2	...	4
Hindu School, Tuticorin	...	1	...	...
Wesleyan Mission High School, Manargoody.	...	2	...	6
Saint Mary's Seminary, Madras	...	5	...	2
High School, Ernakulum	...	4	...	6
London Mission Institution, Bangalore ...	...	3	...	3
Rajah's School, Vizianagrum	..	3	...	6
Do. Mysore	...	5	...	4
Do. Kattakil	...	...	...	1
Vediapuram Seminary	...	2	...	1
Sawyerpuram do.	...	2	...	3
Wesleyan Native Educational Institution, Bangalore	...	9	...	7
Noble Memorial School, Masulipatam ..	3	7	...	10
Fort School, Masulipatam	...	...	...	1
Central School, Nursapur	...	2	...	4
Hindu Proprietary School, Madras	1	7	...	6
Milagri's School, Mangalore...	...	...	...	1
Church Mission Institution, Palamcottah ...	...	4	...	6
Do. Anglo-Vernacular School, Ellore	...	5	...	1
Lutheran Mission Central School, Tranquebar	...	...	...	1
Roman Catholic School, Coimbatore ...	...	...	...	1
Saint Thomé Seminary, Madras	...	...	...	1
Saint Aloyson's School, Vizagapatam ...	...	...	...	2

Names of Institutions.	1871-72.		1872-73.	
	1st Class.	2nd Class.	1st Class.	2nd Class.
OTHER SCHOOLS.—(Continued.)				
Catholic Bishop's School, Mangalore ...	...	...	...	1
Sullivan's Gardens' Seminary	...	4	...	1
London Mission Anglo-Vernacular School, Vizagapatam	...	2	...	...
Brennen's School, Tellicherry	...	2	...	...
Chakavalapore School	...	2	...	...
Mission School, Nursapur	...	1	...	...
Preparandi Training Institution, Palamcottah	...	2	...	...
Private Study...	...	40	1	24
	20	302	39	345

11. At the First Examination in Arts, 76 candidates passed last year against 97 in 1871-72. Government institutions show a great falling off in first-class students; also the number of other schools sending up successful pupils has again diminished. The following table gives the results for the last two years :—

First Examination in Arts.

——		1871-72.	1872-73.
Examined		205	240
Passed.			
First Class..	From Government Institutions	20	3
	From other Schools and Private Tuition ..	5	4
Second Class.	From Government Institutions	38	40
	From other Schools and Private Tuition ..	34	29
	Total ..	96	76

First Examination in Arts 1872-73.

Names of Institutions.	1871-72.		1872-73.	
	1st Class.	2nd Class.	1st Class.	2nd Class.
MADRAS GOVERNMENT INSTITUTIONS.				
Presidency College	10	9	2	14
Provincial College, Combaconum ...	9	17	1	16
Do. School, Mangalore ...	...	1	...	4
Do. do. Calicut	1	5	...	4
Do. do. Bellary	...	1	...	...
Normal School, Madras	...	4	...	2
Do. Vizagapatam ...	...	1	...	...
Total ...	20	38	3	40
OTHER INSTITUTIONS.				
Doveton Protestant College ...	...	3	1	2
High School, Trevandrum	...	9	1	8
Free Church Mission Institution, Madras	2	6	1	7
Saint Joseph's Institution, Negapatam	...	1	1	1
Wesleyan Mission School, Mysore...	...	...	...	1
High School, Bangalore	1	1	...	7
Rajah's School, Mysore	...	1	...	1
S. P. G. High School, Tanjore ...	1	3	...	...
Church Mission Anglo-Vernacular School, Masulipatam	...	3	...	...
Private Study	1	7	...	2
Total ...	5	34	4	29

B.A. Examination.

12. Combaconum Provincial College sent up no candidates to the Bachelor of Arts Examination in 1872-73, consequently the only Government institution entering the subjoined list is the Presidency College. Also only four other schools contributed candidates against seven in the preceding year. Altogether, while in 1871-72, 131 young men came up to the examination and 65 passed, in 1872-73, only 81 underwent examination and but 29 were successful. In explanation it is to be observed that the Bachelor of Arts' course has been extended from three to four years, and that while youths who matriculated in 1868 came up for their degrees in 1872, those who matriculated in 1869 cannot undergo examination till 1874. Thus the candidates of last year consisted of waifs and strays, many of whom had failed at former examinations:—

Bachelor of Arts Examination, 1873.

Name of Institution.	1871-72.		1872-73.	
	1st Class.	2nd Class.	1st Class.	2nd Class.
MADRAS GOVERNMENT INSTITUTIONS.				
Presidency College	16	7	3	5
Provincial College, Combaconum ...	8	7	...	...
Total ...	24	14	3	5
OTHER SCHOOLS.				
Free Church Mission Institution, Madras	2	3	1	4
Doveton Protestant College ...	2	...	1	1
S. P. G. High School, Tanjore ...	...	...	...	1
High School, Trevandrum... ..	...	3	1	...
Do. Bangalore	2	...	...	...
London Mission Institution, Bangalore	1	...	...	...
Wesleyan Native Educational Institution, Bangalore	...	1	...	...
Bishop Cotton's School, Bangalore..	...	1	...	...
Private Study	2	10	3	9
Total ...	9	18	6	15

M.A. Examination.

13. At the Master of Arts Examination a single candidate, an ex-student of the Presidency College, was examined and passed in Branch IV. (History, Political Economy, &c.,) being ranked in the second class.

14. It may here be observed that, under the Act of Incorporation of the University, an examination for the degree of Master of Arts, as also for other degrees, must be held in any year in which a single candidate comes forward and pays his fee in due time. This regulation occasionally leads to trouble and expense without any compensating advantage, as a candidate sometimes fails to attend after arrangements have been made for his examination. The past year affords instances of the evil in connexion with two degree examinations. It would be well if the Senate had it in their power to hold examinations only once in two years instead of annually for such degrees as are sought but rarely.

B.L. Examination.

15. Eight candidates were examined for the degree of Bachelor of Laws, and five passed, one being placed in the second, and the others in the third class.

16. One student passed the preliminary scientific examination for a degree in Medicine; two others, the first test for the degree of Bachelor of Medicine and Master of Surgery, and one the second or final test for that degree. Also a candidate obtained the degree of Doctor of Medicine.

Degrees in Medicine.

17. It is of much importance that the standard in each portion of the University Examinations should remain pretty nearly the same from year to year, unless otherwise ordered by authority; it is also very desirable that where there are alternative subjects, such as optional languages, the standard should be nearly the same in all. With examiners, such as are available in India, it is perhaps impossible to attain the above objects perfectly; but it must be allowed that the present state of things in the University of Madras is unsatisfactory. In regard to the examinations in optional languages especially, there is great room for improvement, the standard apparently varying from language to language and from year to year.

Importance of uniformity of Standard in University Examinations.

18. The following table gives the results of the late University Examinations in the optional languages selected by the candidates. It is to be remembered that many of the students who passed in their optional languages failed in other subjects. The failure in Tamil at Matriculation, though not so remarkable as that which occurred in the preceding year, is still very decided, and contrasts strangely with the large measure of success obtained in the other languages:—

Results of examinations in the optional languages

Languages.	Matriculation.		First Arts.		B. A. Degree.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Greek	...	...	...	...	1	...
Latin	114	100	24	21	5	3
Sanskrit ...	42	34	7	...	2	2
Tamil	727	410	119	106	49	45
Telugu ...	296	259	39	36	13	12
Canarese ...	179	154	29	27	5	5
Malayalum ...	149	140	18	18	8	8
Hindustani ...	21	21	2	2	...	...
Persian ...	2	1	2	2	...	...

19. The several classes of the community to which the successful candidates at the Matriculation and First Arts Examinations belong are shown below. As usual, Brahmins constitute a large majority of the passed students. For want of data, the Bachelor of Arts Examination cannot be included with the other tests, but it may be mentioned that of the 29 Bachelors of Arts in 1872-73, 14 are Brahmins, eight

Classes of the community represented in the University Examinations.

belong to other castes, five are East Indians, and two Native Christians:—

Classes of Community.	Matriculation.		First Arts.	
	1871-72.	1872-73.	1871-72.	1872-73.
Brahmins	319	354	64	40
Other Hindus	88	144	13	23
Mahomedans	12	8	..	1
Native Christians	36	54	8	2
East Indians	26	43	8	6
Europeans ... ...,	11	8	3	4

Cost of University.

20. The net cost to Government of the University was Rupees 16,633 as shown by the statement beneath:—

Receipts.	Amount.	Disbursements.	Amount.
	Rs.		Rs.
Fees from Candidates.	22,620	Establishment ...	4,368
Realized by sale of Calendars	148	Fees to Examiners ...	27,510
		Contingencies ...	7,523
Total Receipts ...	22,768	Total Disbursements..	39,401

III.—Colleges.

Presidency College.

6 Professors.
1 Assistant Professor.
6 English Masters.
8 Vernacular do.

Pupils.

115 College Branch.
166 Junior Dept.

21. During the past year several changes occurred in the staff of the Presidency College. About the close of April 1872 the Principal, Mr. Thompson, proceeded to England, and his place was taken by Mr. Porter, Principal of Combaconum Provincial College, who continued in charge throughout the official year. In May the Assistant Professor, Mr. Runganadum Moodaliar, was appointed to act as Head Master of Bellary Provincial School, and arrangements were made whereby Mr. Runganadum's work at the College was divided between two of the teachers of the Junior Department. In the course of the year other changes took place in the staff of the Junior Department; and it may be mentioned in passing that a Hindu graduate of the College, who headed the long list of Bachelors of Arts in 1872, and who had been appointed a teacher in the Junior Department, resigned his appointment and proceeded to England with the view of competing for the Indian Civil Service. In November Dr. Gustav Oppert, who was selected by the Secretary of State for India to fill the Professorship of Sanskrit, arrived and entered upon his duties.

22. The following table shows the attendance in the Senior Department of the College at the close of the years specified, and the number of students that passed the several University Examinations in those years:—

Years.	Attendance.	Passed Matriculation Examination.	Passed First in Arts Examination.	Passed Bachelor of Arts Examination.
1870-71	135	35	13	13
1871-72	116	26	19	23
1872-73	115	35	16	8

23. It will be noticed that the attendance stands at almost precisely the same figure as in 1871-72. The results at the Matriculation Examination are good, and those at the First Arts test are fair; but there is a decided falling off for the Bachelor of Arts Examination. The want of success at the last test is attributable to the composition of the class, which was made up of waifs and strays, many of whom had failed at previous examinations. The results of the ordinary College examination were generally fair; at the same time in the lower classes of the Junior Department a considerable number failed to secure promotion.

24. Mr. Thompson, in his report upon the institution for 1871-72, called attention to the fact that the College classes were not fed, as was expected, from the Higher-Class Schools of the Presidency town, and he urged that the Junior or School Department should receive further development. The question was carefully investigated by Lieutenant-Colonel R. M. Macdonald, then acting as Director of Public Instruction; and on his report, Government Order, No. 286, of October 5th, 1872, was passed. The subject having been viewed in connexion with certain others, the decision of Government was to the effect that the senior classes of the Madrasa-i-azam should be transferred to the Junior Department of the College, and that Mr. Thompson's proposal should be again brought up in 1873-74. The Principal has again called attention to the matter, and his letter will be laid before Government for orders.

25. The annexed table corresponds to one in the report for 1871-72, and shows the fluctuations in the supply of students from different localities. Perhaps the worst feature in the attendance is the circumstance that out of

Districts.	1870-71.	1871-72.	1872-73.
Madras	45	30	41
Chingleput	18	24	14
Jaffna	9	9	6
North Arcot	8	8	4
South Arcot	7	8	10

Districts.	1870-71.	1871-72.	1872-73.
Malabar, Travancore, and Cochin	10	7	8
Tanjore	6	7	8
Trichinopoly	3	5	2
Vizagapatam	1	3	1
Nellore	4	2	4
Ganjam	2	2	5
Mysore	2	2	1
Kurnool	1	2	1
Cuddapah	..	2	3
Godavery	..	2	..
Bellary	5	1	2
Tinnevelly	1	1	..
Kistna	1	1	1
South Canara	5	..	1
Coimbatore	3	..	1
Salem	2	..	1
Madura	2	..	1

41 pupils in the lowest College class at the close of last year, 28 came from the Junior Department, 8 from the Mofussil, and only 5 from the other schools in the Presidency town; in 1871-72 12 out of 44 students in the same class came from different Higher-Class Schools in Madras.

26. It may be observed that the attendance in the second, third, and fourth College classes was remarkably steady throughout the year under review; and, though the attendance decreased in the first class as the year advanced, the diminution was not large, having regard to the fact that some of the first year's students are certain to find themselves unequal to the work, and will naturally drop off.

27. On Mr. Porter's temporary transfer to the Presidency College, Mr. Gopal Row, the First Assistant Teacher at Combaconum Provincial College, who had been acting as Inspector of Schools in the 6th Division, returned to Combaconum, and was appointed Acting Principal, his own permanent post remaining unfilled during 1872. In this way there were only three teachers for the Senior Department of the Provincial College up to the end of December; the number sufficed as, owing to the changes made in the Bachelor of Arts curriculum, the College Department contained but three classes in 1872. In January last the Senior Department received its full complement of four classes, and acting appointments were made so as to provide for the additional class then formed.

Provincial College, Combaconum.

1 Principal.
3 Assistants.
10 Masters.

Pupils.

102 College Branch.
279 Junior Department.

28. The table in the margin gives the number of pupils in the College Branch and the results of the University Examinations for the last three years. Considering that a new class was formed at the beginning of 1873, the increase in attendance is not as great as might have been anticipated; this is due to the small number that passed the First Arts Examination in

Years.	Attendance in Senior Department.	Passed at Matriculation Examination.	Passed at First Arts Examination.	Passed at Bachelor of Arts Examination.
1870-71..	112	61	..	12
1871-72..	93	29	28	15
1872-73..	102	44	17	..

December last. The result at the Matriculation Examination, though not equal to that in 1870-71, is very good, and surpasses the result for any other institution. It is to be observed, too, that of the 44 successful students no fewer than 14 were in the first class, 3 of them heading the list. The outturn of work at the First Arts Examination shows a falling off which is attributed mainly to the inferiority of the candidates. No students went up for the Bachelor of Arts Examination, as a fourth year class did not exist in 1872.

29. The Acting Principal in his report notices an evil which has been complained of by the managers of other institutions. It appears that many of the students leave a couple of months or so before the close of the school-year, and return in the February following; by this course they save the fees for some months, and they imagine that they derive as much benefit from studying their subjects privately as they would if they continued to attend their teachers.

30. The most urgent want felt by the College is that of an appropriate building; the house in which the classes are located, and which has been taken over by Government, is little better than a ruin. The provision of an improved building has occupied attention for some years; but the contemplated repair, improvement, and enlargement of the existing school-house have not yet been commenced.

Central Institution of the Free Church of Scotland.

College 86
School 692

31. The Central Institution of the Free Church of Scotland's Mission continues to hold the positon secured for it some years ago by the exertions of the Rev. W. Miller and his assistants, viz., that of the foremost of all aided colleges and schools in the Presidency. The subjoined table gives the most prominent results during the last three years; and it may be added that, on the 31st March last, the School Department contained altogether 692 pupils:—

Years.	Number in College Department.	Passed Matriculation Examination.	Passed First Arts Examination.	Passed Bachelor of Arts Examination.
1870-71 ...	73	18	15	...
1871-72 ...	71	24	8	5
1872-73 ...	86	26	8	5

32. The institution was not visited by the Inspector till after the close of the year; it appears that the vernacular studies still need improvement.

Doveton Protestant College.

College 26
High School. } 163
Primary do. }

33. As is pointed out by the Inspector in his annual report, the Doveton Protestant College is undoubtedly an expensive institution owing to the paucity of students in the College classes. At the same time it seems only right that there should be a College specially

adapted for European and East Indian Protestants ; and, looking at the increasing influx of Europeans into the country, and at the augmentation in the number of East Indians which may be anticipated, it may be hoped that, as education becomes more appreciated, the classes of the College will year by year show a larger attendance. The following table gives the leading features in the work of the institution during the last three years :—

Years.	Number in College Classes.	Passed Matriculation Examination.	Passed First Arts Examination.	Passed Bachelor of Arts Examination.
1870-71 ...	21	9	3	...
1871-72 ...	23	8	3	2
1872-73 ...	26	12	3	2

34. The College was inspected shortly after the classes had been reformed for the year ; for this reason the inspection results were inferior to what they would otherwise have been. But Mr. Fowler observes that, even making allowance for the time when the examination was held, "the results still fall below what may fairly be expected from the classes of an institution so fully officered as the Doveton College." At the close of last year, the schools, High and Primary, contained 163 boys, of whom 26 were in the Matriculation Class.

Medical College.
9 Professors.
5 Assistants

Pupils.
7 Senior Department.
45 Second do.
61 Junior do.

35. The working year at the Medical College differs from the official year, being divided into a winter session of six months commencing on 1st October, and a summer session of three months beginning on the 1st April. Here, only a brief notice will be given of the chief events connected with the College which occurred in 1872-73, and in the Appendix will be found the report of the Acting Principal for the preceding year.

36. The following table compares the leading statistics of the College for 1872-73 with those for the two years immediately preceding. In addition to the entries in the table, it may be mentioned that four students, supported by the Maharajah of Vizianagrum, passed with credit the final examination for Hospital Assistants; these young men are to be employed professionally on the Maharajah's estates in the district of Vizagapatam. Also, two members of the Second Department absconded, and were dismissed the service as deserters ; one lad belonging to the Junior Department was unfortunately killed at the General Hospital by the fall of a shed during the cyclone of the 2nd May 1872.

Leading Statistics.	1870-71.	1871-72.	1872-73.
On Roll at commencement of Winter Session in the Senior Department	11	9	7
On Roll at commencement of Winter Session in the Second Department...	58	56	45
On Roll at commencement of Winter Session in the Junior Department	38	44	61
Passed 2nd M. B. and C.M. University Examinations	..	..	1
Do. 1st do. do.	4	4	1
Do. Preliminary Scientific do.	2	1	1
Passed as Assistant Apothecaries	19	11	15
Do. Hospital Assistants	23	17	11

37. The student who passed the final examination of M. B. and C.M. is a Native Christian sent to Madras by the Travancore Sirkar to receive a medical education. The other young men who passed University Examinations in Medicine propose to proceed to England and take medical degrees in that country.

38. Dr. Smith, the Principal of the College, returned from furlough in August 1872; Dr. Urquhart, Professor of Medical Jurisprudence, went home on furlough in July 1872, Assistant Surgeon Brockman being appointed to act in his room; also Mr. King, Professor of Chemistry, proceeded on furlough in November 1872, his duties being temporarily assigned to Assistant Surgeon Macrae.

Civil Engineering College.
1 Principal.
6 Masters.
89 Pupils.

39. The session of 1872-73 at the Civil Engineering College commenced on the 1st August 1872, when the attendance stood as beneath :—

1st Department		6
2nd do.	1st Class...	25
	2nd do.	56
Special Drawing Class		27
Do. Survey do.		27
Total ...		141

40. The subjoined table gives the attendance at the end of the session and the chief features in the working of the College during the past three years :—

—	1870-71.	1871-72.	1872-73.
First Department.			
On Roll at close of Session	3	6	7
Passed as Bachelors of Civil Engineering	1	...	..
Obtained Certificates as Assistant Engineers ...	2	1	...

—	1870-71.	1871-72.	1872-73.
SECOND DEPARTMENT.			
On Roll at close of Session	47	48	65
Obtained Certificates as Supervisors	...	...	1
Do. do. Taluq Overseers	9	14	11
Do. do. Sub-Overseers	8	5	...
SPECIAL DEPARTMENT.			
On Roll at close of Session	31	34	45
Obtained Certificates as Surveyors, 1st Class ...	3	...	...
Do. do. do. 2nd do. ..	1	2	...
Do. do. do. 3rd do. ...	4	11	5
Do. do. do. Draughtsmen and Estimators, 1st Class ...	2	1	...
Do. do. do. 2nd do. ...	3	4	4
Do. do. do. 3rd do. ...	3	3	4

41. Considerable changes occurred in the staff during the year under review. Among other moves Major Rogers, who had been acting for Major Edgcome, was confirmed as Principal, his predecessor electing to remain in connexion with the newly-established Civil Engineering College at Cooper's Hill. Formerly the military students were under the control of a Serjeant Major, but it was found that the arrangement was not favorable to the preservation of discipline; the post of Serjeant Major has been abolished, and the soldiers are now under the supervision of the senior military master.

42. Last year there was no examination for Assistant Engineerships, as none of the members of the First Department had finished the College course. The members of the first division of the department are spoken highly of except as regards their drawing, in which they are declared to be far inferior to the members of the Second Department. The students in the second division are said to be of fair promise.

43. The old arrangements in connexion with the Second Department have been greatly modified. Instead of 30 scholarships for soldier students, the number is now restricted to ten; also, before joining the College, the men selected have to proceed to Bangalore and remain there for a year attached to a regiment and receiving special instruction in the vernaculars. Beside scholarships for British soldiers, ten stipends are sanctioned for students from the Sappers and Miners and an equal number for East Indian and Native civil students. Formerly the members of the Second Department passed out as either Taluq Overseers or Sub-Overseers; now the inferior grade of Sub-Overseers has been abolished, and the students must qualify as either Supervisors or Taluq Overseers. To obtain the former grade, a man must gain 60

per cent. of the aggregate marks at the final examination, and 35 per cent. of the marks in each subject; for the latter grade a student must secure 40 and 25 per cent. respectively.

44. It is right to notice here that Serjeant Stewart, the first among those that passsd out from the Second Department of the College, acquitted himself remarkably well in almost every subject, and gained the largest aggregate of marks ever obtained at the institution. Under the new system he was awarded a Supervisor's certificate, the first, and as yet the only one, issued. Now that Government are making strenuous efforts to secure progress among the Mussulmans, it is satisfactory to have to record that the student who stood next to Serjeant Stewart was a young Mahomedan.

45. It is to be regretted that too many of the students of the College have to be dismissed.

IV.—Collegiate and Higher-Class Schools.

Ganjam.

46. The only Higher-Class institution in Ganjam is the Zillah School at Berhampore. This school made a gratifying advance last year, a sixth class being formed, and the other senior classes showing a considerable increase in numbers; also three out of the four pupils sent up to the Matriculation Examination in December last proved successful. The Inspector remarks that the Zillah School seems about "to occupy a more satisfactory position than it has done hitherto." The chief deficiency of the scholars at inspection was in framing answers in English to the questions proposed; and this is attributed to the fact that the teachers allow the boys, even in the more advanced classes, to give answers in the vernacular. In reviewing the state of the school in the Public Instruction Report for 1871-72, Colonel Macdonald dwelt upon the disadvantage at which the institution was placed by the removal of Berhampore from the list of University Examination centres. Under Government Order, No. 83, of the 14th March last, the Director of Public Instruction moved the Syndicate to re-include Berhampore in the number of examination stations, and the Syndicate sanctioned the measure. There are now at the Zillah School a Uriya Division of the second class containing 18 boys, and a Uriya first class of 15 pupils. Observing on the increased attendance of this section of the population, Mr. Bowers remarks: "I need scarcely say that the cause of this influx of Uriyas is the permission given by Government to admit them at half the fees charged to Hindus."

Vizagapatam.

47. The district of Vizagapatam contains three schools reckoned in the Higher Class; these are given in the subjoined table:—

Schools.	Pupils.	Matriculation Class.	Passed Matriculation Examination in 1872-73
High School, Vizianagrum	124	13	5
Hindu School, Vizagapatam ...	145	...	1
London Mission School, Vizagapatam	158	10	...

The Vizianagrum School stands at the head; it has no class below a third, while in the Mission School one-third, and in the Hindu School one-half, of the attendance belong to the first and second classes. At inspection Mr. Kershaw was not altogether satisfied with the state of the Vizianagrum School, but upon the whole it seems to have worked fairly. The Hindu School is stated to be improved. The chief blot in the Mission School is a very large percentage of absenteeism; through the efforts of the managers the percentage has been reduced, but it stands in need of further reduction. The school has the benefit of a good deal of the time and attention of two European missionaries.

Godavery.

48. Up to the close of 1872 the Provincial School of Rajahmundry was practically only of the zillah grade, the instruction given being limited to the Matriculation standard. This institution has been peculiarly unfortunate in being left without a permanent head master for considerable intervals of time. In November 1872 Mr. Metcalfe, a Cambridge graduate, who had secured several University distinctions, and who had acquired experience as a teacher, arrived under the orders of the Secretary of State for India, and took charge of the institution; in the beginning of 1873 a small collegiate class of four students was formed. The Inspector remarks that it will be no easy task to raise the school to the Provincial standard; he even goes so far as to speculate upon the possibility of its being found necessary to remove the Provincial School to another locality. Mr. Bowers considers the Telugus of the Northern Circars to be apathetic and slow of intellect, and he brings forward facts in support of his unfavorable view. It is to be hoped that the Inspector's fears will not be realized; and it is to be remembered that, though the Tamils are perhaps more acute and more eager after knowledge, the Telugus are believed by many to possess a more manly and self-reliant character. Already considerable improvement, though not equal to that in Tamil Districts, has taken place in the Northern Division. During 1872 the school was under the management of Mr. Cupuswami Sastri, the permanent second master, and it is creditable to him that seven of his pupils were successful at the Matriculation Examination. The Inspector reports that the scholars showed themselves deficient in the power of constructing English sentences in

easy and natural language. On the 31st of March last the number of pupils on the roll stood at 219 against 193 in 1871-72; also the sixth or Matriculation class contained 24 boys.

49. Besides the Provincial School at Rajahmundry, the Godavery District contains three institutions of the higher class, in connexion with which the following table is given :—

Schools.	Pupils.	Matriculation Class.	Passed Matriculation.
Church Mission School, Ellore	119	5	1
Hindu School, Cocanada...	187	21	4
Central School, Nursapur...	95	9	5

The Ellore Mission School contains a Mahomedan as well as a Hindu branch; at inspection the results afforded by the latter were satisfactory, but the Mahomedan branch did not do so well. During the year the school lost its head master, the Rev. Mr. Arden, under whom it had made a decided advance. A falling off in the work of the school appears to have occurred, as only a single pupil passed the Matriculation Examination in 1872, while five were successful in the previous year. It is to be observed that, when the Government School at Ellore was closed, the Mission engaged to do their best to keep their school up to the Matriculation standard. The Cocanada School was found at inspection to have deteriorated, and the arrangements of the classes were very injudicious; the managers of the school have now modified the arrangements in accordance with the advice which was given them. The results afforded at the Matriculation Examination were moderately good. The Nursapur School was very favorably reported on; and the head master, K. Krishnamurti, was described as "diligent, painstaking, methodical in his habits, and devoted to his work." The school passed a fair number of pupils at Matriculation, which is the more creditable to the head master, seeing that he has to give a considerable share of his time and attention to the normal class attached to the institution.

Kistna.

50. The Kistna District contains two Higher-Class Schools, both at Masulipatam. The Noble Memorial Institution, maintained by the Church Missionary Society, has, for some time past, aimed at educating up to the First Arts standard, and may be ranked among collegiate institutions; at the same time the amount of collegiate work actually performed has been very limited, and has fluctuated from year to year. Five students appeared at the late First Arts Examination, but all were unsuccessful; the number of pupils in the collegiate classes on the 31st March last was 23.

The subjoined table affords certain statistics for the two schools, the Hindu and the Mission, for the purpose of forming a comparison :—

Schools.	Pupils	Number in Matriculation Class.	Passed Matriculation, 1871-72.	Passed Matriculation, 1872-73.
Noble Memorial School ...	210	29	10	10
Hindu School	172	15	6	6

At inspection the Mission School was found weak in Arithmetic, and the Euclid and Algebra of the higher classes were unsatisfactory. In 1869 a building grant of Rupees 7,000 was sanctioned for this school, and in due course the money was paid. Last year, upon a representation from the Mission that the expenditure upon the school-house had largely exceeded the original estimate, and had in fact amounted to upwards of Rupees 28,000, Government were pleased to sanction an additional building grant of Rupees 3,000, thus raising the total aid to Rupees 10,000. The Rev. Mr. Sharp has resumed charge of the school. The Hindu School, as observed by Mr. Bowers, has, among other merits, that of economy, the annual cost of its teaching staff being only Rupees 3,420, while that of the Mission School, including the collegiate department, is Rupees 10,540. The answering at inspection was very fair; and the head master, T. Streenevasa Charri, is reported on very favorably. It will be observed that in the case of each school the success at the Matriculation Examination was precisely the same for last year as for 1871-72.

Bellary.

51. In the District of Bellary there are two schools of the Higher Class, one of them, the Bellary Provincial School, being intended to educate up to the First Arts standard. This institution has been under the management of Mr. P. Runganadum Mudali, Assistant Professor in the Presidency College, since the middle of 1872, the permanent head master, Mr. Kershaw, being temporarily employed as an Inspector of Schools. On the 31st March the Provincial School contained 16 students in the college department and 215 in the school classes, 59 being in the Matriculation Class. The college department has been very unsuccessful of late; in 1870-71 no pupil passed the First Arts Examination; in 1871-72 five students underwent examination, but one alone was successful; last year, owing to the non-existence of an eighth class, no pupils attended the examination. Probably the changes in the head mastership, which have been rather numerous, have done harm; also the railway between Bellary and Madras may have led the most promising youths to come to Madras to read in a completely-organized college for the First Arts Examination. At the Matriculation Examination a falling off occurred last year; while 21 boys passed in 1871-72, only

12 were successful in 1872-73. The Inspector found the English of the fifth class defective; also it appeared that sufficient paper-work had not been given to that class. In other respects the results of inspection were fair. The Wardlaw Institution, maintained at Bellary by the London Mission Society, has undoubtedly made an advance. It passed five pupils at the late Matriculation Examination, against one in 1871-72; and at the close of last year there were 304 boys on the roll, with 18 in the Matriculation Class. The answering at inspection was moderately good upon the whole.

Kurnool.

52. The Kurnool Zillah School is the only one of its grade in the collectorate, and has had many difficulties to contend against, the chief being (1) the generally backward state of that portion of the Presidency, which even now possesses no efficient Middle-Class Schools to act as feeders to the Zillah School; and (2) the changes which have taken place among the teachers. The report of the late Acting Inspector was pretty favorable to the classes, with the exception of the sixth or highest; in regard to this class it seems likely that Mr. Boyle took a somewhat too unfavorable view, as three out of the six boys constituting the class passed the Matriculation Examination of December 1872. In the previous year two pupils were successful. No doubt the school appears to disadvantage when compared with several of the Government schools of its class, but it has made some advance during the last two years. At the close of 1872-73, there were 123 boys on the roll, and the Matriculation Class was 12 strong. It may be observed that there is considerable difficulty in securing efficient teachers for the Zillah School owing to the dislike which is entertained to residence at Kurnool.

Cuddapah.

53. The Zillah School at Cuddapah is the only Higher-Class Institution in the district. The late head master, Mr. Taylor, worked zealously to improve the institution, and his efforts were attended with much success. At the last Matriculation Examination eight pupils were successful; this result is creditable, and nearly agrees with that in 1871-72, when nine passed. At inspection the answering was generally fair, but a marked deficiency was found to exist in Arithmetic; the percentage of absentees was considerably too high. The late head master, who was much respected and liked at Cuddapah, has taken the appointment of tutor to the minor Zemindar of Purla Kimedy in Ganjam; already the school shows indications of the loss it suffered in his departure. The school-house has been a source of trouble ever since its erection some ten years ago. The original estimate amounted to Rupees 4,810; this was raised by two supplemental estimates, so that the actual cost of the building was Rupees 10,583. Up to 1872 Rupees 6,418 was

spent on repairs; and now Rupees 2,300 has been sanctioned for additional repairs. Other cases of very heavy building expenditure have occurred in the Educational Department, but none so flagrant as that of the Cuddapah School-house, which is a plain structure not capable of accommodating more than some 200 scholars.

Nellore.

54. The Free Church of Scotland's Mission School at Nellore is the only Higher-Class School in the district; it has made very satisfactory progress under its present head master, the Rev. Mr. McMillan. In December last seven pupils passed the Matriculation Examination according to the University list; but from the Inspector's report it would appear that the school is entitled to take credit for the success of an additional candidate. In 1871-72 eight pupils were successful. At inspection the senior class got low marks in English, but answered remarkably well in Arithmetic and Euclid. Some of the junior classes were weak in Arithmetic, Geography, and Spelling. On the 31st March last there were 298 boys on the roll, and the Matriculation Class contained 21 pupils.

Madras.

55. Beside the school departments of the three collegiate institutions —the Presidency College, the Central Institution of the Free Church of Scotland, and the Doveton Protestant College—the aggregate cost of which is returned at Rupees 61,234, and which passed 75 pupils at the Matriculation Examination in December 1872, the following eleven schools within the limits of the Madras Municipality belonged last year to the Higher Class. Now the Madrasa-i-Azam has ceased to rank in that class, its fifth and sixth classes having, by order of Government, been transferred to the Presidency College. It will be seen that all the schools taken together passed 68 pupils at Matriculation against 54 in 1871-72.

Schools.	No. of Pupils.	Total Cost.	Passed Matriculation, 1871-72.	Passed Matriculation, 1872-73.
		RS.		
Madrasa-i-Azam	203	12,314	4	5
Pacheappah's High School	415	22,778	16	20
Bishop Corrie's Grammar School ...	125	12,752	8	7
Hindu Proprietary School	131	6,256	8	6
Saint Mary's Seminary	250	5,652	5	2
Sullivan's Gardens' Seminary	11	5,346	4	1
Church of Scotland Mission School ...	418	14,527	4	8
London Mission School	422	10,198	2	5
S. P. G. School, Vepery	358	12,685	2	10
Wesleyan Mission School, Royapettah...	380	8,913	1	3
St. Francis Xavier's Seminary, St. Thomé.	109	3,856	...	1
Total ...	2,822	1,15,277	54	68

The reduction of the Madrasa from a Higher to a Middle Class School was made in accordance with a recommendation from Lieutenant-Colonel Macdonald, Acting Director of Public Instruction, who expressed himself in the following terms in a letter to Government :— "There are obvious reasons which render it necessary that Mahomedans should be taught in separate schools and classes up to a certain point, as there is much which can only be learned and explained through the medium of the vernacular; but when they pass under the charge of European and East Indian masters, and receive all instruction through the medium of English, they rather gain than lose by being associated with Hindu boys in their studies." The school had very fair success at the last Matriculation Examination ; out of eight pupils who were examined, five passed. For the last seven years the aggregate number of passed scholars is 27, consequently the result for 1872-73 is above the average. Before the close of 1872 Mr. Fowler inspected the Madrasa in order that its condition, when about to cease to rank as a Zillah School, might be placed on record. He reported that he was compelled to come to the conclusion that the teaching of the higher classes had been loose and inexact, and that the periodical examinations had not served as an efficient check upon the working of the classes. In reviewing the Inspector's report the following observations were made :—"The Director fears that Mr. Fowler's conclusion is correct, and that much remains to be done to put the Madrasa in a thoroughly satisfactory state. At the same time, taking a retrospect of the last twelve or fourteen years, the Director feels that the work of the school has been attended with very considerable advantages, notwithstanding the shortcomings of the institution. The school, it must be remembered, has had to contend with various obstacles; and perhaps it is not wrong to say that the shortcomings of the Madrasa have been rendered more glaring, and, as it were, exaggerated by the rapid progress which has been made in the education of the Hindus. The Director considers it due to Mr. Joyes to place the foregoing views on record; although the deficiencies of the Madrasa cannot be denied, the head master has undoubtedly worked with zeal and devotion for a number of years, and has smoothed the way for the further educational advancement of the Mussulman community of Madras." Pacheappah's High School has generally had a very fair measure of success at the Matriculation Examination ; but in December last its success was greater than usual, as it passed no fewer than 20 pupils, or nearly 59 per cent. of the number sent in. In reporting the results of his examination, the Inspector complained of laxness of discipline and inefficiency of teaching; and he considered that the defects arose, to a great extent, from the classes being shut up in separate rooms, so that the general supervision of them was a matter of difficulty. As the structure of the school-house

is, without doubt, unfavorable to superintendence, the only remedy seems to be to have regular and careful examinations of the classes. The cost of the school is very high, the amount contributed by Government in the way of grants being per scholar actually larger than the amount expended in certain of the Zillah Schools maintained by Government. Bishop Corrie's Grammar School gave generally fair results at inspection, the chief exception being in respect to the arithmetic of the fourth class, which was unsatisfactory. The number of boys passed at the Matriculation Examination last year, which was nearly the same as in 1871-72, may be regarded as creditable. The Inspector speaks very favorably of the order which prevailed throughout the classes when he visited the institution. The cost of the school is decidedly high, taking into account the limited number of boys under instruction. The Hindu Proprietary School has a somewhat larger number of scholars than Bishop Corrie's, passed all but as many at the last Matriculation Examination, and costs only one-half what the latter does. In connexion with the second point of comparison, it may be observed that the Hindu School had 30 of its pupils tested at the Matriculation Examination, 20 having been approved by the head master; in these circumstances the success of only six seems to indicate that there was a want of judgment shown in the formation of the Matriculation Class. The marks obtained at the Inspector's *viva voce* examination were generally fair, but the marks secured in the vernaculars were not as high as they should have been. The directors are desirous of erecting a building; but it is questionable if a Government grant should be given for the purpose at present, seeing that the attendance of the scholars is so limited that the boys might be absorbed by other schools in Madras without difficulty. When the Proprietary School was started, it was anticipated that its shares would be speedily taken up by persons in the higher ranks of the Hindu community, and that the school would have a good attendance; neither anticipation can be said to have been fulfilled. Saint Mary's Seminary obtained but little success at the Matriculation Examination, passing only two out of a class of 13 pupils. This unfavorable result was in harmony with the impression produced upon Mr. Fowler when he listened to the teaching of the senior class; at the same time the results of the Inspector's examination were in general pretty satisfactory. In the course of the year, upon an appeal from Dr. Fennelly, the aid given to this school and some other Roman Catholic institutions was slightly increased, a sufficiently strong case having been made out in their favor. The S. P. G. Seminary at Sullivan's Gardens is an exceptional institution. It is intended to afford theological instruction to a certain number of young men, and is connected with this department only in consequence of its preparing some of the students for the lower University Examinations. It would appear that its

work in this direction is less than it was formerly. The Church of Scotland's Mission School continues under its present head master, Mr. Sinclair, to rise from its former state of depression. The number of successful pupils at the Matriculation Examination was twice that for 1871-72. The Inspector says, however, that there are many things calling for improvement, such as indifferent reading, poor translation, and imperfect knowledge of grammatical construction. The vernacular classes acquitted themselves better than formerly. The London Mission School was inspected, not during last official year, but after its close, and the results had not been fully made up when Mr. Fowler sent in his annual report; the Inspector observes that, so far as he had gone, the results were not satisfactory, either in the case of his own examination or in that of the Deputy Inspector. The number of pupils passed at Matriculation in 1872 is above the average afforded by the last seven years, during which 28 boys were successful. As in the case of the last-named institution, the Inspector was not able to examine the S. P. G. School at Vepery within 1872-73. The success of the school at the Matriculation Examination was decidedly creditable. The Wesleyan Mission Boys' School at Royapettah fell for some years considerably below the position it once occupied; it appears, however, both from the results at inspection and from the improved management of the school, that the institution is in a fair way to recover its former standing. The present head master is stated to be devoted to his work. St. Francis Xavier's School at St. Thomé, to which the manager gives the ambitious designation of college, can scarcely establish its claim to rank as a Higher-Class School. The anticipations of the manager, when he sought a grant for the new building, do not seem likely to be realized.

Chingleput.

56. In 1870-71 the Sydapet High School passed 12 boys at Matriculation; the following year the number fell by one-half, and this year it has again fallen to exactly the same extent. At inspection the results were unsatisfactory in several subjects, and the mistakes made by the fifth class in Euclid were highly discreditable; in the vernaculars, however, improvement had been made. It is to be hoped that this institution, which held the first place among the old Rate Schools, will not be allowed to decline now that it is placed under the management of the Local

Schools.	No. of Pupils.	Passed Matriculation Examination, 1871-72.	Passed Matriculation Examination, 1872-73.
Sydapet High School ..	168	6	3
Pacheappah's Branch School, Conjeveram ..	152	5	4
Free Church of Scotland Mission School, Conjeveram	100	4	4

Fund Board. Pacheappah's Branch School and that of the Free Church of Scotland at Conjeveram were not inspected in either 1871-72 or 1872-73; Mr. Fowler has been requested to examine and report upon both institutions as early as possible. Pacheappah's School retains its superiority as to attendance; in regard to results of the Matriculation Examination, both schools are on a level. It has often been remarked that boys are admitted into Matriculation Classes without a sufficient testing of their attainments; in connexion with this point it may be observed that the three Higher-Class Schools above noticed had among them on the 31st March last no fewer than 60 youths in their Matriculation Classes, while in December last only 11 of their pupils succeeded in matriculating. A building grant of Rupees 4,346 odd was sanctioned for Pacheappah's School at Conjeveram in 1870; but, owing to the faulty construction of the building, it has been decided by Government that the amount to be paid to the managers of the school is not to be the above sum, but a moiety of the calculated value of the School-house.

South Arcot.

57. The district of South Arcot contains the under-mentioned Higher-Class Schools:—

Schools.	No. of Pupils.	Passed Matriculation in 1871-72.	Passed Matriculation in 1872-73.
Zillah School, Cuddalore	175	1	2
Pacheappah's Branch School, Chedamparam	146	1	3
St. Joseph's Institution, Cuddalore ...	138	...	...

The Cuddalore Zillah School has remained in a depressed condition for several years, although changes have been made among the masters with a view of rendering it more efficient, and enabling it to take the position it ought to hold. During the last seven years it has passed only 12 pupils at Matriculation. The senior class answered pretty fairly at inspection, and gave Mr. Fowler reason to hope that the result at the Matriculation Examination next December may prove better than any during the past seven years. Pacheappah's Branch School at Chedambaram is reported on unfavorably; the Inspector's remarks are as follow:—"The results of the general examination cannot be regarded as satisfactory; those in Tamil appear to be exceptionally bad." The school passed three pupils at Matriculation, a pretty fair result. St. Joseph's Institution has been ranked for some time in the higher class; but, as it has not passed a single pupil during the last two years, it has forfeited its claim to such a position. The Inspector, in

his annual report, makes some just remarks upon the waste of money involved in allowing two schools at Cuddalore to attempt the work of educating up to the Matriculation standard; the aggregate of the pupils in both the Zillah School and St. Joseph's Institution attempting to read for the examination is only 15, a number not sufficient to form a well-filled class. I purpose calling upon the Principal of the latter school to abolish his Matriculation Class; if he declines, the grant now issued to the teacher of that class will be withdrawn.

North Arcot.

58. The Chittore Zillah School, which is the only Higher-Class Institution in North Arcot, has always stood very high among the schools of its grade; during the past year the head master, C. Tiruvengada Naidoo, to whose exertions the school mainly owes its creditable position, appears to have managed it very efficiently. Out of 16 pupils sent up to the late Matriculation Examination, 14 were successful; this result cannot be regarded otherwise than as eminently satisfactory. The answering at inspection was generally very fair; in some cases, however it was found that the scholars were not accustomed to work Arithmetic questions involving thought, but were exercised merely in the performance of mechanical operations. Being as it were in a border district, the school is attended by both Tamils and Telugus; the Inspector notes that the former acquitted themselves better than the latter at his examination. In too many institutions the scholars are in the habit of entering their notes, not in a separate note-book, but on the pages of their text-books; this mischievous practice was found to prevail in some of the classes of the Zillah School to an excessive extent, rendering it impracticable for either the master or the Inspector to ascertain the amount of knowledge really possessed by the pupils. Steps have been taken to put a stop to the evil. The school has completely recovered from the temporary falling off in attendance, due to the introduction of the increased scale of fees; the numbers stood at 356 on the 31st March last.

Salem.

59. The district of Salem has but one school of the Higher Class, viz., the Zillah School in the town of Salem. In 1871, 18 pupils went up to Matriculation and six passed; last year 17 attended the examination and seven were successful. The proportion of failures is unsatisfactory, and implies that boys were admitted into the senior class without sufficient discrimination; still the number of passed scholars, compared with those for other schools of the same grade, is pretty fair. The results at inspection were of a chequered character, a good many deficiencies showing themselves; one complaint made by the Inspector is that the boys when examined *vivâ voce* did not appear to understand thoroughly the Geometrical figures drawn by them on the black-board. The discipline of the school is reported on most favorably. At the commencement of 1873

the lowest class was abolished, and a second division of the fifth or Preparatory Matriculation Class was formed; this move accounts for a decrease in the attendance from 353 in 1871-72 to 320 in 1872-73.

60. In the district of Trichinopoly there were during 1872 two schools ranked in the Higher Class; but as a collegiate department has again been formed in the Gospel Society's High School, this institution will hereafter rank as a collegiate school. The High School owes its present creditable position mainly to the exertions of Mr. Margoschis, the intelligent and hard-working head master. The success of the school at the late Matriculation Examination was remarkably great; and, beside the large number of passed pupils noted in the table above, it appears that the institution may take credit for two more. The results at inspection were not satisfactory in some subjects; possibly the deficiencies may in part be attributable to the prevalence of dengue, to which cause was due the large percentage of absentees at the time of the Inspector's visit. The High School is honorably distinguished from most other Anglo-Vernacular institutions by the attention which the scholars are made to pay to the vernaculars. Hitherto the classes have had but poor accommodation; now, however, the society have purchased premises, which they propose to alter and improve. A Government grant of Rupees 7,350 has been sanctioned to assist in the work of providing a good school-house. The Wesleyan Mission School, though ranked in the same class with the Gospel Society's High School, is in every way far inferior to the latter. The senior classes are very weak numerically, and only four boys have matriculated from the school in the last three years. The Inspector thinks it would be well for the managers to limit the standard of the institution. The results at inspection were moderate upon the whole.

Trichinopoly.

Schools.	Pupils.	Passed Matriculation, 1871-72.	Passed Matriculation, 1872-73.
S. P. G. High School..	435	8	20
Wesleyan Mission School..	214	1	2

61. In the district of Tanjore, beside the Provincial College at Combaconum noticed elsewhere, there are as many as six Higher-Class Schools, two of which had collegiate classes on the 31st March last; of the two, only St. Joseph's College at Negapatam passed pupils at the First Arts Examination in December 1872, and the number of its successful candidates did not exceed two. The numerical strength of the collegiate classes at the close of last year was 28 at the S. P. G. High School, Tanjore, and 10 at St. Joseph's College.

Tanjore.

Schools.	Pupils.	Passed Matriculation, 1871-72.	Passed Matriculation, 1872-73.
S. P. G. High School, Tanjore	486	12	15
St. Joseph's College, Negapatam	339	7	12
Wesleyan Mission School, Negapatam ...	169	2	4
Do. do. Manargoody ..	175	2	6
Lutheran do. Tranquebar ...	134	...	1
S. P. G. Seminary, Vediarpuram	94	2	1

The S. P. G. High School, Tanjore, is the most important private school in the 4th Division, and stands not far from the head of the private institutions of the Presidency; this honorable position is mainly due to the exertions of its Principal, Mr. Marsh. The results at inspection were for the most part fair; but, owing to injudicious promotions made during Mr. Marsh's absence on leave, there were found great inequalities among the boys of certain classes, and some of the pupils failed decidedly. St. Joseph's College at Negapatam has a strong staff of European teachers, and possesses extensive accommodation for the boarders and other pupils. The work of the institution appears to be carried on with energy, and considerable progress has been made; still the collegiate classes are very thinly attended, and there does not seem to be much prospect of improvement in this respect. The Inspector's report upon the classes is moderately favorable. In 1869-70 a building grant of Rupees 6,500 was issued to the College; last year, upon an appeal from the managers, Government were pleased to sanction a supplementary grant of Rupees 2,750. The Wesleyan Mission School at Negapatam is considerably inferior to the Roman Catholic College, and appears to have declined with the advance of the latter. The results at inspection were fair upon the whole. As Mr. Bradshaw remarks, it is unsatisfactory to have two Higher-Class Schools in a town like Negapatam, but the origin of the evil lies in the difference of the religions to which the supporters of the schools belong. Moreover it is to be recollected that St. Joseph's College was intended, not merely for the Roman Catholics of Negapatam or even the Tanjore District, but for those of the south Tamil country generally. The Wesleyan Mission School at Manargoody is making fair progress; but, when visited by the Inspector, the classification of the pupils was found defective. The Lutheran Mission School at Tranquebar has fallen off in attendance, owing to the opening of another school under native management. This institution scarcely merits a place in the Higher Class. The Inspector remarks that one good school of that class might be maintained at Tranquebar, but that at present the material is divided between the S. P. G. School at Porreiyur and the Lutheran Mission School. The

Vediarpuram Seminary is included among Higher-Class Schools; but it has been suggested to the Gospel Society that the work of the institution should be restricted, and that it should hereafter be ranked in the Middle Class. The character of the Seminary and its site both stand in the way of its becoming a well-developed Higher-Class School. The cost of the institution is very high; but the work done, judged by the results at inspection and those at the Matriculation Examination, is poor.

Madura.

62. The Zillah School at Madura, which is the only institution of its grade in the district, shows a large diminution in the attendance of the junior classes; but the Acting Inspector considers that the school-house is not capable of accommodating comfortably more than about the present number of scholars, 191. The classes, which do not descend below the third in the Zillah School scheme, answered satisfactorily in general at inspection; and the result at the Matriculation Examination in December 1872 was decidedly creditable, 13 of the boys who went up directly from the school proving successful, and two of the number obtaining places in the first class. At the close of the year there were 34 pupils in the Matriculation Class. It may be mentioned that the diminution in numbers seems to have arisen from the rivalry of other institutions at which lower fees are charged. One of these schools sought large additions to its grants in order to work up to the Matriculation standard. But, as the Zillah School is at present capable of meeting the real demand existing for higher instruction, the grants sought were not sanctioned. The tendency on the part of managers of Middle-Class Schools to extend their curriculum and push their institutions into a higher grade, requires to be carefully watched in order to prevent a wasteful expenditure of public funds. The sum realized in fees at the Zillah School in 1872-73 exceeded a moiety of the cost of the institution.

Tinnevelly.

63. In Tinnevelly no Government institutions either of the higher or any other class have been established, and the only school which will be noticed here is the Hindu Anglo-Vernacular one in the town of Tinnevelly; the Church Mission Institution at Palamcottah and the Gospel Society's Seminary at Sawyerpuram being left to be reviewed elsewhere. The Hindu School is entirely under native management, and is conducted with considerable efficiency. The results of the Inspector's examination were generally satisfactory; and at the Matriculation Examination in December 1872, as in that of the previous year, five of the pupils were successful. On the 31st March last, the school contained 239 boys, of whom 21 were in the Matriculation Class. It is a gratifying feature in this school that the sum realized in fees amounts to more than half the cost of the institution.

64. The High School at Coimbatore is the only institution of its grade in the district; it may be said to owe its existence to Mr. Thomas, a former Collector, and its successful working is due, in a great measure, to the watchful superintendence of Mr. R. Stanes, Secretary to the Committee of Management. The fees collected exceed half the cost of the school. The answering at inspection was fair except in Geography, in which subject there was a general failure. At the last Matriculation Examination 12 pupils were successful against four in 1871-72; this result is creditable to the head master, Mr. Kenny. At the close of last year there were 391 boys on the roll, and the Matriculation Class contained 29 pupils.

Coimbatore.

65. Malabar possesses three Higher-Class Institutions—the Provincial School at Calicut, the Zillah School at Tellicherry, and the Palghaut Union School. The first-named has a collegiate department, which at the close of 1872-73 contained a seventh class with 19, and an eighth class with 13 students; there were 211 pupils in the school department, 50 belonging to the Matriculation Class. The lowest classes have been abolished, as there are other schools which will suffice to impart elementary instruction. In December last four pupils passed the F.A. Examination against six in the previous year, and at Matriculation 28 boys were successful against 15 in 1871-72. The former result is no doubt very moderate, but time must be given to the Provincial School to enable it to send out annually a fair number of successful F.A. candidates; the result at Matriculation is very creditable, and places the school fourth in the Presidency so far as that examination is concerned. On the whole Mr. Barrow and his senior assistants must have worked well in the year under review. At inspection it appeared that sufficient supervision had not been exercised over the lower classes, and the instruction given in Malayalum was still unsatisfactory; a new time-table has been made out for the school, which, it is expected, will improve the working of the junior classes. The teaching staff has been greatly strengthened, no fewer than three of the assistant masterships being held by Bachelors of Arts; the Inspector, however, thinks that two of the junior masters should be replaced by more competent men. Till March 1872 Brennen's School at Tellicherry was under the management of the Bâsle Mission, which, beside having the use of the school-house built partly with funds left by Mr. Brennen, and receiving the proceeds of the endowment founded by that gentleman, drew certain grants from Government under the ordinary rules. The mission then retired from the management of the school, which was re-opened in June as a Government institution of the zillah grade, the head master, Mr. Thomas, and others of the teachers being transferred from the Cannanore Normal School. The

MALABAR.

Provincial School of Calicut.

Masters.. ..	10
Pupils.	
College Department.	32
School do.	211

staff at Tellicherry is apparently a strong one; and, with proper management, there seems no reason why the Brennen School should not prove successful as a Government institution. At the same time the proximity of Tellicherry to Calicut manifestly involves the danger of the pupils leaving the Zillah School for the Provincial if the instruction at the former is not efficient. When the school was inspected in November 1872, it was working tolerably satisfactorily; but Mr. Garthwaite considered that closer supervision of the junior classes was required on the part of the head master. On the 31st March last there were 188 pupils on the roll, and the Matriculation Class was 16 strong. The Palghaut School, which had previously not established itself in a secure position among Higher-Class Institutions, acquitted itself with decided credit at the last Matriculation Examination, passing seven pupils, of whom two were placed in the first class. At the close of 1872-73 the scholars on the roll numbered 163, and there was a Matriculation Class of 23; the lowest two classes have been abolished, but systematic arrangements have not been made to secure the school being fed by the lower Union Schools. Mr. Garthwaite remarks that the head master, Mr. Elsworthy, is a painstaking man, and has been uniformly successful as a teacher; but that, to ensure the efficiency of the school, one or two superior assistants should be employed. A new school-house is urgently required.

66. In the course of last year, on Mr. Bradshaw's being appointed to act as Inspector of Schools for the 4th Division, Mr. Moss, the head of the Vizagapatam Normal School, was placed in temporary charge of Mangalore Provincial School. Mr. Moss has introduced an improved time-table, and is carrying out a system of periodical examinations of the junior classes, a measure of the greatest importance; attention is also being paid to the discipline of the school, which was found to stand in need of improvement. In December last four students passed the F.A. and 15 the Matriculation Examination, two of the latter being placed in the first class; in the previous year no pupil passed the F.A. test, as there was no class of the necessary standing, and 19 were successful at Matriculation, one securing a place in the first class. At the close of last year there were 19 students in the college department and 225 in the school classes; at the same time it is to be noticed that, as at Calicut and elsewhere, the lowest two classes have been abolished.

SOUTH CANARA.
Provincial School, Mangalore.

Masters.. ..	10
Pupils..	
College Department.	19
Junior do.	225

67. A few remarks may here find place in connexion with the character and effects of Collegiate and Higher-School education in this Presidency. In the Public Instruction Report for last year Colonel Macdonald makes the following among other observations on the subject:—"Even hostile

General remarks on Higher-Class education.

criticism can, however, hardly deny that in this Presidency at least educated Hindus are filling important offices around us in an honorable and creditable manner; that a higher tone is being diffused by them through the public service; that, in integrity and truthfulness, they stand immeasurably above the men of the past generation; that many of them are striving with success to diffuse the blessings of education among their countrymen; and that the number of educated Hindus who can be pointed to as having brought dishonor on the training which they have received is singularly small." If the late Acting Director's statement is accepted, as I believe it will be, by all whose experience entitles them to form a judgment on the matter, there can be no question as to the effect of the instruction given being largely beneficial. This does not preclude the probability of there being several serious defects in the present system of education; that there are such defects must be acknowledged, and it remains for us to endeavour to remove them. In this work, however, the University must take a leading part, or even initiate the changes considered desirable; owing to the vast influence that body exercises, it is practically useless to teach subjects which the University does not demand a knowledge of at its examinations, and even the mode of teaching in Colleges and Schools will very much depend upon the character of the questions proposed by the University examiners.

68. It is unquestionable that everywhere the old curriculum of studies will have to make room for some new subjects calculated to give a wider and a clearer view of nature and her laws, and to draw forth the powers of observation implanted in man, but hitherto left undeveloped in most countries, and especially in India. It must be recollected, however, that the time for study is limited, while the new branches of knowledge claiming attention are more than one or two; it is a matter of difficulty to see (1) what subjects should be introduced as important in themselves, and as affording the mental discipline which is desired, and (2) how the present course should be altered so as to afford room for the introduction of the new studies. Ere very long it is highly probable that ordinary education will have to embrace such subjects as a general knowledge of man's frame and constitution, the elements of physics, the leading principles of law and government, the principles of political economy, the elements of music, including singing, &c. But, before these subjects become part of the ordinary curriculum of a school, a considerable revolution will have to take place; and, no doubt, the leading ideas connected with the various subjects will first be diffused in an unconnected and unscientific manner through the upper classes of the community.

69. I am inclined to think that at present, instead of introducing observational or experimental science into the ordinary school course,

a beginning should be made by modifying the F.A. and B.A. courses, and making them include, as essential and not merely optional subjects, some branches of observational or experimental science. After experience has been gained in dealing with the higher tests, the action taken with regard to them may be extended to the Matriculation Examination and the ordinary school course. By such a procedure, beside other advantages, we should have comparatively little difficulty in securing teachers competent to give instruction in the new subjects, whereas, if new requirements were to be introduced in connexion with the school course, it would be impossible to supply the demand for qualified teachers under the new system.

70. Turning from the subjects of study to the mode in which they are taught, it seems clear that the character of the examination to which the students are subjected will go far to fix the style in which they will gather up their knowledge. In language especially care must be taken to prevent superficial knowledge and memory carrying off the credit which should pertain to thorough comprehension and reflection. But, as I have already observed, the teachers and the taught are sure to follow the requirements of the University Examinations, and by a judicious style of examining, the evil of cramming may be checked, and the reflective faculties of the students encouraged. I may mention, in illustration of the paramount influence of the University, that the officers of the department found it impracticable to secure the effective study of elementary mechanical principles in school classes, although such study was prescribed for Government schools, simply because the knowledge would not "tell" in the Matriculation Examination. So also in the case of handwriting, which generally is very poor indeed, and in many instances perfectly disgraceful, departmental injunctions have been repeatedly promulgated; but, as no action has been taken by the University to encourage good handwriting, the injunctions have been without effect. I brought the subject before the University authorities, in the hope that they would agree to some measure that would make handwriting "tell" in the Matriculation Examination, but they were opposed to the adoption of any such measure. The point seems to me of so great importance that I purpose to bring the question again before the University authorities.

V.—Middle-Class Schools.

71. In alluding to the withdrawal of Government aid from certain schools in Ganjam, in consequence of a correction in their classification, transferring them from the Middle to the Lower Class, Mr. Bowers makes the following observations, in which I entirely concur, and

which I consider applicable to the Presidency generally:—"The withdrawal of aid from the petty, ill-managed Anglo-Vernacular Schools that keep up a struggling hand-to-mouth existence in the small rural towns, is a measure I do not at all regret or think prejudicial to the interests of sound education. And this remark may be understood as applicable not to the district of Ganjam only, but to the other districts as well. These schools are generally attended by a very small number of boys, often by the boys of the four or five leading families of the place, who want to get an English education at the least possible cost and trouble to themselves; the English taught in them is of a very indifferent quality, while other progress is sacrificed; they are kept in any sort of shed or hovel; they are ill-supplied, or not at all supplied sometimes, with maps, black-boards, or other school furniture; the masters are perpetually complaining that their pay is in arrears; and altogether these petty grant-in-aid schools are blots on our educational system which require to be wiped out. Every year adds strength to my conviction that what the time now requires is not the extension of the area of English education, rather the contraction of it, and the consolidation and improving of what exists."

72. The annexed list gives the Middle-Class Schools, other than result grant ones, existing in Ganjam at the close of the year. There has been a further reduction in the attendance, but the decline has not been so great as in 1871-72. An elementary class for Mussulmans has been attached to the Chicacole Anglo-Vernacular School. The Onslow Institution aims at being the rival of the Berhampore Zillah School, and suffers in consequence; it would do its work more efficiently and be a more useful wheel in the educational machine if it limited its standard to the fourth class, and served as a feeder to the Berhampore School. The Mandasa Zemindar takes a real interest in education, and his sons

Ganjam.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School ..	Chicacole	69	71	4th	4th
Taluq School ..	Russelcondah ..	43	39	do.	do.
Do. do. ..	Purshottapore ..	26	22	do.	3rd
Do. do. ..	Itchapore	21	25	do.	4th
Do. do. ..	Tekkali	29	33	do.	do.
Onslow Institution..	Chetterpore ..	84	73	5th	6th
Town School ..	Berhampore ..	29	39	2nd	3rd
Zemindari School ..	Purlakimedy ..	53	33	4th	do.
Do. do. ..	Chikati	23	42	3rd	4th
Do. do. ..	Mandasa	29	33	4th	do.
Samasthanum Branch School	Srikurmum ..	25	17	do.	3rd
Subscription School..	Jalamur	15	12	3rd	2nd

attend the Zemindari School; the school at Chikati is also attended by the sons of the proprietor of that zemindari. The Berhampore Town School has, since the close of the year, been put down into the Lower Class, and will be maintained hereafter by the municipality. The Jalamur School is, under the orders of Government, exceptionally treated at present as a Middle-Class School; its proper place seems to be in the Lower Class. Besides the schools in the list, there are nine Result Grant Schools ranked in the Middle Class with an aggregate attendance of 258.

73. The Anglo-Vernacular School at Bimlipatam, which should stand in the front rank of the Middle-Class Schools of Vizagapatam unfortunately fell below the level of some Taluq Schools owing to the neglect and unpopularity of two of the teachers; these men have been replaced by others, and the school is recovering its position. The Gunapur Taluq School suffered in similar manner. The Bobbili School stands at the head of the aided institutions; but, owing to changes in the teaching staff, the results at inspection were not as satisfactory as they might have been. The Branch Samasthanum Schools maintained by the Maharajah of Vizianagrum are doing their work tolerably well; but the inhabitants of the different localities do not take sufficient advantage of the Maharajah's liberality. The Union School at Parvatipur appears to have for pupils scarcely any save the children of court and cutcherry officials. The Protestant Orphanage made a decided improvement in 1872; at the same time complaint is still made of a want of life in the institution. The Result Grant Schools in the district, which are ranked in the Middle-Class, are five in number, with an aggregate attendance of 272.

Vizagapatam.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School ..	Bimlipatam ..	39	31	4th	3rd
Taluq School ..	Palcondah ..	34	29	do.	4th
Do. do. ..	Gunapur	23	12	3rd	3rd
Do. do. ..	Anlapalli	38	33	do.	do.
Do. do. ..	Kassimcottah ..	32	29	4th	4th
Do. do. ..	Chodavaram ..	45	36	3rd	do.
Samasthanum Primary School ..	Vizianagrum ..	..	63	..	2nd
Samasthanum Branch School.	Jami	25	22	3rd	3rd
Do. do. do.	Konada	33	31	do.	do.
Do. do. do.	Vaddadi	19	23	do.	2nd
Do. do. do.	Chippurapalli ..	28	21	do.	3rd
Do. do. do.	Talavalsa	26	20	do.	do.
Do. do. do.	Gajapatinagarum ..	21	27	do.	do.
Zemindari School ..	Bobbili	38	41	4th	4th
Subscription do. ..	Rajam	30	27	do.	do.
Do. do. ..	Rayaveram ..	27	39	2nd	do.
Do. do. ..	Kottam	27	33	3rd	3rd
Union School ..	Parvatipur ..	40	35	2nd	do.

74. The Viravasaram Taluq School continues to rank foremost of the Middle-Class Schools in the Godavery District. A former Tahsildar, who was disposed to encourage education, prevailed upon the people to subscribe and build a new school-house, which was to be presented to Government. Owing, however, to some errors of management, all the funds have been expended, and the building is still incomplete and shows signs of faulty construction. It will be necessary, therefore, to complete the school-house with Government funds. A Zemindari School used to exist at Juggampettah; and the late Zemindar, when dying, desired that it might always be maintained. The present managers have disregarded the Zemindar's wishes and closed the school, notwithstanding remonstrances from the Inspector and his Deputy. Mr. Bowers observes that several of the schools are scarcely worth being kept up in their present state; and, in paragraph 53 of his annual report, he gives details regarding the Peddapur School, which completely bear him out so far as that institution is concerned. The Deputy Inspector is of opinion that there are only about ten places in the whole district in which Middle-Class Schools can be maintained without difficulty; and he repeats what has often been asserted, that most aided schools in the rural parts of the district were set on foot, not from any real demand for education, but in consequence of action being taken by some influential person. Of the 171 Union Schools in the Godavery Collectorate, three are ranked in the Middle Class, but the claim of one to its position is questionable. The district contains six Result Grant Schools, belonging to the Middle Class, with an attendance of 256 pupils.

Godavery.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School ..	Viravasaram ..	67	59	5th	5th
Do. do. ..	Amalapur.. ..	56	40	4th	4th
Mahomedan School ..	Rajahmundry ..	..	61	..	1st
Zemindari do. ..	Pittapur	60	52	4th	4th
Subscription do. ..	Karugommilli ..	21	19	3rd	do.
Do. do. ..	Akividu	23	28	4th	do.
Do. do. ..	Coringa	40	30	do.	do.
Do. do. ..	Vella	31	32	do.	do.
Do. do. ..	Ramachendrapur ..	39	25	do.	do.
Do. do. ..	Kottapetta ..	56	43	2nd	2nd
Do. do. ..	Innespetta ..	58	36	3rd	3rd
Do. do. ..	Peddapur	46	41	do.	4th
Do. do. ..	Dowlaishweram ..	43	46	4th	3rd
Do. do. ..	Raghudevapur ..	25	25	3rd	do.
Do. do. ..	Palaveram ..	24	21	do.	do.
Do. do. ..	Tallakudi.. ..	31	40	4th	4th
Do. do. ..	Tanuku	46	30	3rd	do.
Do. do. ..	Pennugonda ..	32	22	do.	3rd
Town School ..	Rajahmundry ..	71	77	do.	do.
Union School ..	Achanta	60	40	do.	4th
Do. do. ..	Palkole	55	50	do.	3rd
Do. do. ..	Undi	35	31	2nd	2nd

75. The most efficient school in the accompanying list is the Government Anglo-Vernacular School at Guntur. A suggestion has been made that this institution should be raised to the rank of a Higher Class School; but, having regard to the fact that the district already possesses two superior institutions, I feel unable to support the proposal. No doubt the inhabitants of Guntur would be glad to have their children educated up to the Matriculation standard at their own doors; but the cost of higher education is very large, and should not be increased without strong grounds. The Hindu School at Bezwada gives promise of occupying a fair position after a little time, but at inspection the results were rather poor. The late Acting Inspector found that the Church Mission School at the same station had changed its character and become a Mahomedan instead of a Hindu institution: the results at examination were very unfavorable, but the circumstances of the case will go far to explain the fact. The Kaikalur Union School, like a few others, draws a grant from provincial funds; regarding this school the Inspector expresses himself as follows:—"The course of instruction is adapted to suit the wants of a few officials and leading men, and no fees are paid. I regard this sort of arrangement as most objectionable. The people who want the school obtained a Government grant on the condition of subscribing to its support; they violate their promises, and, instead of being deprived of their school, the Local Board step in to pay the lapsed subscription out of the rates contributed by the ryots, who, in all probability, do not send half a dozen boys to the school." Thirteen Results Schools received grants during the year as belonging to the Middle Class; but of these two have been since closed, leaving eleven with 332 scholars.

Kistna.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School ..	Guntur	84	72	4th	4th
Vencatasawmy Naidu's Branch School.	Bandur	128	61	do.	3rd
Church Mission School.	Bezwada	41	65	do.	do.
Hindu School ..	Do.	..	94	..	4th
Zemindary School ..	Vallur	40	62	2nd	3rd
Subscription do. ..	Gudivada	27	36	3rd	4th
Do. do. ..	Purushottapatam...	17	18	do.	3rd
Union School ..	Kaikalur	38	48	do.	do.
Do. do. ..	Avanigada ..	51	47	4th	4th
Do. do. ..	Nizampatam ..	20	22	3rd	2nd
Do. do. ..	Chinna Ganjam ..	31	24	do.	3rd

76. The Government Anglo-Vernacular Schools at Anantapur and Adoni are pretty much in the same condition as last year. The attendance at the former has suffered from the removal to Gooty of the Sub-Collector's Cutcherry; and that at the latter has always been excessively small in comparison with the population of the town. Of the other Middle-Class Schools in the District of Bellary the majority are Union Schools. The standard is very low in some, and the teaching indifferent in many. At two or three the attendance is so small that the Inspector considers they should be closed, and such of the teachers as are competent removed to other schools, where the teaching staff is weak. Transfers of this nature, however, may be somewhat difficult to be carried out under the arrangements prescribed by the Local Funds Act.

Bellary.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School ..	Anantapur ..	47	46	4th	4th
Do. do. ..	Adoni	40	33	3rd	3rd
Roman Catholic Male Asylum A.-V. School	Bellary	68	42	4th	4th
Roman Catholic Infantry Lines School.	Do.	97	15	5th	2nd
Roman Catholic Tamil Boys' School.	Do.	..	65	..	4th
A.-V. Union School.	Kumply	18	16	2nd	3rd
Do. do. ..	Harpunhully ..	35	32	3rd	2nd
Do. do. ..	Hospet	54	39	do.	do.
Do. do. ..	Narraindevakary..	30	8	do.	3rd
Do. do. ..	Kudlighi ..	34	38	do.	do.
Do. do. ..	Huvinhadgalli ..	..	60	..	do.
Do. do. ..	Royadroog ..	26	13	3rd	1st
Do. do. ..	Pennakonda ..	22	34	2nd	3rd
Do. do. ..	Tadputri	49	25	3rd	do.
Do. do. ..	Gooty	40	41	do.	do.
Do. do. ..	Bellary Covil Bazar	..	48	..	4th

77. The Taluq Schools at Nundikotkur and Koilguntla, the only Government Middle-Class Schools in the Kurnool District, have but a small attendance; this fact is mainly attributable to the insignificance of the villages. The inspection of the former school showed that considerable improvement had taken place; as the examination of the latter gave evidence that the head master had neglected his duty, the teacher has been

Kurnool.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School ..	Nundikotkur ..	16	18	2nd	3rd
Do	Koilguntla ..	27	20	3rd	do.
A-V. Union School..	Pattikondah ..	21	25	do.	do.
Do. do. ..	Yeldurty	25	27	2nd	4th
Do. do. ..	Nurnoor	23	20	do.	3rd
Do. do. ..	Peapally	36	45	3rd	do.
Do. do. ..	Nundial	46	48	do.	4th
Do. Municipal do.	Cumbum	51	56	do.	3rd

removed. The schools at Cumbum and Yeldurty were reported on favorably; those at Nurnoor, Peapally, and Patticondah unfavorably; and at the Nundial School it was found that, while the head master had performed satisfactorily his own immediate teaching work, the assistant master had neglected his from want of proper supervision on the part of the head. In the town of Kurnool, a school receiving aid on the system of results' grants is ranked in the Middle Class.

78. The Cuddapah District does not contain any Government Middle-Class Schools; the number of other schools of that grade remains unchanged, but the aggregate attendance at them has decreased from 324 to 291. The Inspector fears that some of the institutions which Government would not allow to be constituted Union Schools will collapse, and it appears that one, the Kadri School, has already been closed. The Union Schools were reported on not unfavorably. The Madanapally School, which is the most advanced of the other schools, has declined in both standard and attendance; notwithstanding this, the expenditure on teachers has been retained at the former rates, which were decidedly liberal even for the higher position once held by the school. The grants have now been withdrawn, and the managers have been called upon to reduce the expenditure on the teaching staff; when the scale of salaries has been brought into harmony with the present standard and attendance of the school, fresh grants will be issued.

Cuddapah.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A-V. School ..	Voilpaud	32	27	4th	3rd
Do.	Kadri	40	36	3rd	2nd
Do.	Madanapally ..	57	41	4th	4th
Do.	Royachoty ..	38	20	3rd	3rd
Do.	Sidhout	39	31	do.	do.
Do.	Jamalmadagu ..	38	35	do.	do.
Do. Union School.	Proddatur	36	64	do.	do.
Do. do. ..	Budwail	44	37	do.	do.

79. In the Nellore District there is one Government Middle-Class School, that at Ongole. Neither the attendance nor the standard of the school is what it should be; in fact the institution is

Nellore.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A-V. School ..	Ongole	49	61	3rd	3rd
Do. Union do. ..	Kavali	53	50	4th	4th
Do. do. do. ..	Allur	50	43	3rd	3rd
Do. do. do. ..	Kalighcrry ..	33	42	4th	do.
Do. do. do. ..	Brahmanakraka ..	24	33	2nd	do.

Name.	Locality.	On the Rolls.		Highest Class	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. Union School..	Gadur	54	58	4th	5th
Do. do. do. ..	Rapur	26	43	3rd	3rd
Do. do. do. ..	Naidupet	64	89	4th	5th
Do. School ..	Kundakur.. ..	22	100	2nd	3rd
Do. Union School ..	Varigonda.. ..	32	28	do.	2nd
Do. School ..	Kulluru	26	44	3rd	3rd
Do. Union do. ..	Venkatagiri ..	46	51	4th	4th
Do. do. do. ..	Chinna Analur ..	25	25	3rd	3rd
Do. do. do. ..	Buchireddipalliem .	22	61	2nd	do
West School.. ..	..	..	113	..	4th

doing the work of an inferior Taluq School, while the masters are receiving salaries corresponding to the higher position which the school was intended to take. All the other schools in the list are supported by Local Fund or Municipal Boards. The reports on the schools at Naidupet, Gudur, Venkatagiri, Rapur, and Buchireddipalliem are generally favorable, while the reverse is the case with regard to the schools at Allur, Kavali, Kundakur, Kaligiri, Kulluru, Varigonda, Bramanakraka, and Chinna Analur. The Inspector remarks that about 50 per cent. of the total number of pupils are in the first or lowest class. It may be observed that, when Union Schools were set on foot, sufficient attention was not always paid to the great importance of putting them forward in such a manner as to afford them every possible chance of success; this remark applies not only to Nellore, but to other districts of the Presidency. Some of the teachers were paid miserable salaries of Rupees 5 or Rupees 4 per mensem, and of course the men employed were necessarily of a most inferior description and altogether unfit for their work. The evil was brought to the notice of certain Local Fund Boards, and in some cases a remedy has been applied. Although it is the teachers that mainly make or mar a school, it is highly advisable or even necessary to attend to other points as well. On this subject I quote an extract from a letter which I addressed to the President of the Local Fund Boards, Nellore District, when forwarding to that officer copy of an inspection report upon one of the badly-organized Union Schools of the collectorate:—"I consider it of much importance that Union Schools should be maintained in such a way as to secure satisfactory results, and so obtain the confidence of the people. A few Union Schools in fair buildings, with efficient masters, must be far more useful in fostering a desire for education than a larger number of badly-officered and badly-worked institutions." Perhaps the demand for improved buildings and school appliances is quite as urgent as that for better teachers.

80. The Mylapore Anglo-Vernacular School, which receives Mussulman pupils alone, is intended to educate up to the standard of the fourth class of a Zillah School. In 1872 the head master made a very irregular, but well-meant, attempt to push his senior boys forward and enable them to pass the Matriculation Examination at the close of the year. The attempt proved entirely unsuccessful, and orders have been given to restrict the work of the school to the prescribed standard. The other Middle-Class Schools in Madras are all private ones; the nomenclature of the classes is fixed by the managers, and does not accord with that laid down for Government institutions; it would be well if the managers would agree to adopt the classification in Government schools, but on this point the Educational Department can only advise and not exercise compulsion. The Free Church of Scotland's Black Town Branch School has, like some other Middle-Class Schools, a Preparatory Matriculation Class, which must absorb a great deal of the time and attention of the best-paid master. It is desirable that the managers of such schools should restrict their aims and allow boys intending to matriculate to go to some well-officered Higher-Class School in the neighbourhood. The results at inspection were very unfavorable, but the examination took place shortly after the re-opening of the school, a circumstance for which allowance must be made. Last year an application for greatly-increased and exceptional aid was made on behalf of the Harris' School, but Government decided upon sanctioning only certain additional grants which were claimable under the rules. Govindu Naidu's Primary School, which is a feeder to Pacheappah's High School, gave very unsatisfactory results at inspection. It appears

Madras.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72	1872-73.	1871-72.	1872-73.
A.-V. School.. ..	Mylapore	48	67	4th	2nd
Free Church Mission Branch School ..	Black Town ..	173	160	7th	7th
Harris' School .	Triplicane.. ..	122	127	5th	5th
Govindu Naidu's Primary School ..	Madras	496	508	3rd	3rd
A.-V. School ..	Moothialpett ..	134	136	6th	7th
Saint Francis Xavier's School .. .	Parcherry	104	97	3rd	3rd
St. Peter's Roman Catholic School .	Royapuram ..	125	140	4th	5th
St. George's Cathedral School	Royapettah ..	39	37	3rd	3rd
Davidson's Street School .. .	Black Town ..	59	68	6th	6th
Lutheran Mission A.-V. School ..	Pursewaulkum ..	113	96	do.	do.
Balura English Patasala	Triplicane.. ..	300	273	5th	5th
London Mission School .. .	Cosapettah ..	..	51	..	4th
Church Mission School	Chintadrepettah ..	271	76	6th	5th
Civil Orphan Asylum.	Egmore	120	120	do.	6th
Union School ..	John Pereira's ..	52	47	4th	4th

a decided mistake to crowd some 500 boys into a school, for which only teachers of moderate qualifications can be found. A communication upon the subject has been made to the trustees of Pacheappah Mudaliar's Charities. The Civil Orphan Asylum, with which St. Mary's Charity School has been amalgamated, has moved into the premises formerly occupied by the Military Male Orphan Asylum. It was found at inspection that the masters, two in number, gave their time and attention to the senior classes alone, leaving the junior ones to be taught by monitors; in this way, out of 112 pupils, no fewer than 80 were left to the care of monitors. The mischievous nature of such an arrangement has been pointed out to the managers of the asylum. One or two of the schools in the list have only a doubtful claim to rank in the Middle Class; this is especially the case with St. Xavier's School in the Big Parcherry. The Lutheran Mission School at Pursewaulkum has very weak senior classes, which might be taught in a neighbouring Higher-Class School with advantage; the pupils belong, however, to the congregation of the Lutheran Mission, and this circumstance places an obstacle in the way of the move. The Union School in John Pereira's affords another instance of the evil arising from aiming too high; the head master appears to have confined his attention mainly to about a dozen boys, and, while the youths ambitiously attempted the study of Euclid, the Inspector's examination showed that they were sadly deficient in Arithmetic.

81. Of the Middle-Class Schools in the district of Chingleput, five are maintained by Government, four being Taluq Schools and the fifth a school of an exceptional stamp, kept up for pensioners' children. One Taluq School, which appeared in last year's report, does not appear in this; the school at Stripermatur had to be closed in consequence of the falling off in attendance. The other Taluq Schools show somewhat reduced numbers, arising from rival schools working in their neighbourhood and charging lower fees. The remarks about the Trivellore School in paragraph 145 of Mr. Fowler's annual

Chingleput.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School ..	Poonamallee ..	74	61	5th	4th
Do. do. ..	Kunnatur	37	34	3rd	3rd
Do. do. ..	Trivellore	72	62	5th	4th
Do. do. ..	Ponneri	28	30	3rd	3rd
Free Church Mission Branch School ..	Chingleput ..	156	160	6th	6th
Do. do. ..	Trivellore	80	95	do.	do.
Wesleyan Mission A-V. School ..	St. Thomas' Mount.	99	123	5th	5th
Rom. Catholic School	Palaveram ..	63	41	4th	3rd

report are very deserving of attention. It may be observed that the School of the Free Church of Scotland's Mission at Trivellore was established after the Government School, and that originally it was of a lower stamp; its standard has gradually advanced, and in the course of last year the managers applied for increased grants with the avowed object of enabling it to prepare boys for the Matriculation Examination. As the move contemplated was not approved, Government declined to sanction the increased grants applied for. The school at Ponneri was unfavorably reported on, and it is doubtful if it should be maintained. The Free Church of Scotland's Branch School at Chingleput has a Preparatory Matriculation Class, but the wisdom of the arrangement seems very questionable. The results at inspection were below fair, but the examination took place at an unfavorable time. The system pursued at the school in the study of Tamil poetry was decidedly bad.

82. The aggregate number of pupils in the Taluq Schools of South Arcot has increased by 70, the greatest share of the increase belonging to the school at Trinomalay, where a new head master raised the repute of the institution. The school containing the highest class is that at Villapuram, but it is not reported on so favorably as some others. Mr. Fowler commends the head master at Porto Novo, but thinks a change will have to be made in the teaching staff at Kullakurchi. The Union Schools in the district have been transferred from the Middle to the Lower Class; Noor Sahib's School has also been

South Arcot.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School ..	Old Town, Cuddalore	48	48	3rd	3rd
Do. do. ..	Porto Novo ..	37	50	4th	4th
Do. do. ..	Kullakurchi ..	38	34	do.	do.
Do. do. ..	Virdachellum ..	57	62	do.	do.
Do. do. ..	Punrutty	35	40	do.	3rd
Do. do. ..	Villapuram ..	66	69	5th	5th
Do. do. ..	Trickalore ..	49	59	4th	4th
Do. do. ..	Trinomalay ..	27	65	3rd	do.
Do. do ..	Tindevanum ..	48	48	4th	do.
Anglo-Vernacular School..	Munjacoopum ..	73	62	3rd	2nd
Old Town S. P. G. School	Cuddalore ..	44	45	5th	5th

dealt with in the same way. The Sivapragasa School, which is supported by a wealthy merchant, is intended to foster the doctrines of the Siva sect; it belongs to the Middle Class, and receives a results' grant. The S.P.G. School at Old Town, Cuddalore, and the Manjacoopum Anglo-Vernacular School are retained in the Middle Class at present, but it is doubtful if they will continue to be so ranked.

83. Of the Middle-Class Schools in North Arcot five are supported by Government. The Anglo-Vernacular School at Wallajahpett gave, on the whole, satisfactory results at inspection, but in one or two subjects too little work was brought up. While the number of pupils remains about the same as for 1871-72, the attendance shows a great falling off from what it was before the higher rates of fees were introduced. At the Taluq Schools the attendance has in every instance improved, but it is a matter for regret that the increase of pupils belongs to the lowest classes. The Arcot School has made progress in efficiency; the fourth or highest class passed a very satisfactory examination, and gave evidence of careful teaching in English especially. The school at Arnee afforded very bad results at inspection; but, under a new head master, considerable improvement has been made. The schools at Tripathy and Palmanair are in a tolerably fair condition. The most important private school in the district is that kept up at Vellore by the Church of Scotland's Mission; last year it declined considerably both in attendance and in standard. The decline is attributed by the manager to the disappointment felt by the people at the school not being raised to the Matriculation standard. Looking at the character of the town, and at its proximity to Madras, there does not appear to be any sufficient reason for having a Higher-Class School at Vellore. A large number of schools ranked in the Middle-Class receive aid on the system of payment for results.

North Arcot.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School ..	Wallajahpett ..	96	98	4th	4th
Taluq School ..	Arcot	107	121	do.	5th
Do. do. ..	Arnee	70	79	do.	4th
Do. do. ..	Tripathy	75	85	3rd	3rd
Do. do. ..	Palmanair ..	47	56	do.	do.
Church of Scotland Mission's School ..	Vellore	201	138	5th	4th
A.-V. School ..	Arconum	67	76	3rd	3rd
Do. do. ..	Gooriathum ..	36	39	do.	2nd

84. A very unsatisfactory feature in the Tripatore Anglo-Vernacular School is its not possessing a higher class than the third, and, therefore, practically not rising above the Taluq Schools of the district, although it has a more expensive staff. At inspection the school acquitted itself satisfactorily in general. The Taluq Schools in the district, with the exception of the one at Oossoor, have gained in numerical strength, especially the school at Kistnagherry; in the exceptional case the attendance continues about the same as in 1871-72. The Namkul School is unsatisfactory as to standard, and the great bulk of the scholars belong to the lowest class. The Kistnagherry School, which had declined considerably, has recovered its position; the results at inspection were on the whole very satisfactory. The school at Darampury has made an advance owing to the energetic working of an acting head master; the permanent incumbent, who has returned to duty, will be transferred to another school as assistant master. The Oossoor School, which is in a fair condition, finds it difficult to retain a senior class of moderate strength, owing to the proximity of Bangalore, which draws away the advanced pupils. The Salem Town School and its branch are under the management of the municipality. It will be seen that the attendance at the London Mission School, Vaniembady, fell off largely last year; this was caused by the secession of the head master, who set up a rival school and drew away his old pupils. The new schoool has collapsed, and the Mission School is

Salem.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School ..	Tripatore ..	84	87	3rd	3rd
Taluq School ..	Namkul ..	56	67	4th	do.
Do. do. ..	Darampuri ..	64	74	do.	4th
Do. do. ..	Kistnagherry ..	51	83	do.	do.
Do. do. ..	Oossoor ..	75	74	do.	do.
London Mission Schl.	Salem ..	25	46	3rd	5th
Do. do. ..	Ahtur ..	34	30	do.	3rd
Do. do. ..	Vaniembady ..	88	33	do.	do.
Town School ..	Salem ..	91	86	do.	4th
Branch Town Schl..	Shivapet ..	48	51	do.	3rd
A.-V. School ..	Rasipuram ..	35	41	do.	do.
Do. Union School.	Womalur ..	42	42	4th	4th
Do. School.. ..	Trichengode ..	43	56	do.	do.
Do. do.	Venkarai ..	26	34	3rd	3rd
Do. Union School.	Harur ..	27	24	4th	do.
Do. do. ..	Palcode ..	21	28	2nd	2nd
Do. do. ..	Royacottah ..	28	43	3rd	3rd
Do. do. ..	Denkincottah ..	44	37	do.	do.
Do. do. ..	Coverypatam ..	20	28	2nd	do.
Do. do. ..	Pennagaram ..	..	21	..	do.
Do. do. ..	Kamarapoliem ..	32	26	2nd	4th

recovering its ground. The school at Trichengode is stated to be the best of those ranked in the Middle Class.

85. There is but one Government Middle-Class School in the district of Trichinopoly, the Taluq School at Srirungum; this institution is in a satisfactory state. The Inspector remarks that the school has no suitable building, but is held in a muntapum lent by the temple authorities, which is not as well ventilated as it should be, and is not kept quite clean. Of course the numbers must be restricted, so as to prevent crowding; orders to this effect have been issued. The temple authorities have also been called upon to keep the building clean. It is questionable, seeing that the school is used merely by the Brahmins of Srirungum, whether it should not be closed, and the inhabitants of the place left to provide education for their children. Grants might be issued to a school established and managed by the temple authorities. Almost all the private schools of the Middle-Class are under native management; the school at Kulitalay is reported to be the best.

Trichinopoly.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School ..	Srirungum ..	137	141	5th	5th
Vestry do. ..	Trichinopoly ..	..	27	..	3rd
A.-V. do. ..	Nangapuram ..	25	24	3rd	do.
Do. do. ..	Kulitalay ..	60	72	4th	5th
Do. do. ..	Musery ..	32	30	3rd	3rd
Do. do. ..	Waitalagudalur ..	36	28	do.	do.
Do. do. ..	Munchinellur ..	19	20	do.	do.
Do. do. ..	Pitchandacovil ..	23	21	do.	do.
Do. do. ..	Tonyur ..	35	32	do.	4th
Do. do. ..	Perambalore ..	16	14	do.	3rd
Do. do. ..	Lalgudy ..	81	33	do.	do.
Do. do. ..	Areyalore ..	20	20	do.	do.

86. As Tanjore is fortunate in having some excellent institutions for conveying Collegiate and Higher Class instruction, so it is also in possessing a very considerable number of fairly organized Middle-Class Schools. The Government Anglo-Vernacular School at Mayaveram has been in a very depressed state. Probably two or

Tanjore.

Names.	Locality	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School ..	Mayaverum ..	66	55	3rd	3rd
Taluq School ..	Trivadi.. ..	116	129	5th	5th
Do. do. ..	Tiruvadimaradur ..	40	48	4th	3rd
Do. do. ..	Trivellore.. ..	131	111	5th	5th
Do. do. ..	Puttucottah ..	47	52	4th	4th
S. P. G. Fort School.	Tanjore	134	160	3rd	3rd
Do. A. V. do.	Vellum	85	68	do.	do.
Roman Catholic Mission School ..	Tanjore	52	61	5th	5th
Town do.	Combaconum ..	536	504	4th	4th
Elementary do.	Do.	50	21	2nd	1st
A.-V. School ..	Samimalay ..	37	39	3rd	3rd

Name.	Locality.	On the Rolls. 1871-72.	On the Rolls. 1872-73.	Highest Class 1871-72.	Highest Class 1872-73.
A.-V. School ..	Cavistalam ..	74	70	4th	4th
Do. do. ..	Kuruntattangudy .	109	96	3rd	3rd
Do. East Gate do.	Tanjore	108	95	do	do.
Do. do. ..	Pundy	59	53	4th	4th
Do. do. ..	Palamanary ..	49	51	3rd	3rd
Rajah's Chuttrum Schl	Nedamungalum ..	112	117	5th	5th
Do. do. ..	Orthanadu ..	66	92	do.	do.
Do. do. ..	Rajahmadem ..	42	35	4th	4th
Do. do. ..	Manamelkady ..	31	42	2nd	3rd
Do. do. ..	Mombusel.. ..	44	38	3rd	do.
S. P. G. Anglo-Vernacular School ..	Poriyur	119	180	5th	6th
Do. do. ..	Amiappen ..	35	39	3rd	3rd
Wesleyan Mission A.-V. School ..	Nagore	..	45	..	2nd
Do do. ..	Tritrapundy ..	53	52	4th	4th
A.-V. School ..	Sheally	49	53	3rd	3rd
Do. do. ..	Keevalore.. ..	63	87	do.	do.

three causes have co-operated in bringing about this result, but the Inspector attaches particular weight to the proximity of Mayaveram to Combaconum. Owing to the highly unsatisfactory state of the institution, it was proposed to lower its grade and convert it into a Taluq school. Action has, however, been deferred, so as to give the school a further trial upon a request to that effect from a number of influential residents in the town, who held a public meeting to take the prospects of the school into consideration. A change has been made in the head mastership with a view of affording the school a better chance of recovering its position. There are now only four Taluq Schools in the district, that formerly at Nagore having been converted into an elementary school for Mussulmans. The schools at Trivadi and Trivellore are in a very satisfactory state; the attendance at the latter has, however, decreased. The Puttucottah Taluq School is weaker in numbers and lower in standard; at inspection the classes generally answered pretty fairly. The school at Tiruvadimaradur is in an unsatisfactory state; the nominal standard is low, and the actual standard is still lower. The Inspector is of opinion that the school should be abolished, the pupils being left to obtain instruction in a results-grant school; it is to be observed that Tiruvadimaradur is only about six miles from Combaconum The S.P.G. Schools at Poriyur and the Tanjore Fort are the most important of the Mission Schools in the district; last year the expenditure on each was exceptionally high. The school at Poriyur was placed under the management of Mr. Creighton, a master drawing a salary of Rupees 300 per mensem, pending employment being found for him in one of the Society's Higher-Class Schools. As Poriyur, from its close proximity to Tranquebar, where a Higher-Class School exists, and for other reasons, does not afford material for a Matriculation Class, the arrangement, while no doubt of some service to the school and convenient to the Gospel Society, involved an

expenditure which may be termed wasteful. Mr. Creighton has now quitted Poriyur, and a master of the Matriculation standard, with a grant of Rupees 50 against Mr. Creighton's grant of Rupees 150, has charge of the school. The most important school under native management is the Town School at Combaconum, which serves as a feeder to the college, and was established with that object. The results at inspection were rather unsatisfactory, and it was found that Tamil had not been studied with sufficient care. Very considerable changes took place during the year in the classification of Results schools; 12 ofthese schools, which had been in the Lower, were placed in the Middle Class, and 15 were transferred from the latter to the former class.

87. Of the Middle-Class Schools in the district of Coimbatore five are Taluq Schools. The Udamalpettah School when inspected was found with so small an attendance that it became a question whether it should not be closed; the attendance has improved, and a fourth class is now in existence. Probably the improvement is in part at least due to a manifestation of interest in the school by the Revenue authorities.

Coimbatore.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School	Pollachy	74	75	4th	4th
Do. do.	Udamalpettah ..	37	50	3rd	4th
Do. do.	Darapuram ..	53	64	3rd	4th
Do. do.	Sattiamangalum.	49	44	4th	3rd
Do. do.	Erode	76	60	do.	4th
Do. do.	Cheyur	38	38	3rd	3rd
London Mission A.-V. School	Coimbatore ..	94	116	4th	4th
A.-V. School	Avenashy ..	23	23	2nd	2nd
Wesleyan Mission A.-V. School	Caroor	31	28	3rd	3rd
LondonMn. A.-V. Schl	Tiruppur ..	25	33	2nd	2nd
Do. do. ..	Pulladam ..	25	22	do.	do.
Hindu A.-V. School..	Caroor	30	24	3rd	do.
Union School.. ..	Kangayam ..	31	43	do.	4th
Do. do.	Salur	13	17	do.	3rd

With a few exceptions, the Taluq Schools answered fairly at inspection; Arithmetic appeared to be the subject in which they were weakest. The great difficulty is to maintain a decent fourth class; when such a class is formed, it too frequently melts away in a short time. The Inspector calls attention to the fact that the schools at Erode, Pollachy, and Darapuram afford in fees more than half their cost, while the fees of the others fall considerably below their net cost to Government. The worst feature of the Kangayam Union School is the very small portion of the cost met by fees; while the expenditure for last year is given at Rupees 618, the fees amounted to only Rupees 30. The other Union School, that at Salur, was reported on unfavorably in every respect, and the fees collected did not reach beyond Rupees 5. I cannot but

consider it most unfortunate that, as a general rule, Local Fund Boards object to levying fees of a moderate amount; in most cases the fees levied are little more than nominal. The reports on the other Private Salary Grant Schools in the district are mostly unfavorable, and the Inspector recommends that some should be transferred to the Lower Class. There are 13 Results Grant Schools in the district now ranked in the Middle Class; the number was considerably larger in 1871-72, but several of the then incorrectly-termed Middle-Class Schools have been transferred to the Lower-Class.

88. Of the 25 schools in the district of Madura which are ranked in the Middle Class, two are Taluq Schools, those at Dindigul and Periyakulum. The attendance at Dindigul has greatly decreased, owing probably to the action of another school at which lower fees are charged. At inspection the senior classes acquitted themselves fairly except in Mathematics, but the lower classes were more or less unsatisfactory. At Periyakulum the results of inspection were creditable except in the Mathematics of the fourth class, in which there was a considerable failure. The Gospel Society's School at Ramnad did not show to advantage at inspection, although it possesses a large staff of teachers and ought to produce better results. An anomaly exists in the fact of the head master, owing to his inferior attainments, being compelled to take a subordinate part in the actual teaching. The Christian Anglo-Vernacular School at Madura did not pass, by any means, a good examination. The Hindu Anglo-Vernacular School in the same town, which was established to relieve the Zillah School of its lower pupils, and to act as a feeder to that institution, has a very large attendance. The school will, no doubt, prove a most useful one if the managers restrict its standard to that of the Middle-Class, and abstain from attempting to bring it forward as a rival to the Zillah School. The Inspector, speaking of the ordinary run of Salary Grant Schools under native manage-

Madura.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School	Dindigul.. ..	84	52	5th	5th
Do. do.	Periyakulum ..	36	39	4th	4th
A.-V. School	Palany	25	36	do.	do.
Do. do.	Tirumangalam ..	39	36	3rd	do.
Christian A.-V. School	Madura	86	93	4th	5th
A.-V. School	Melur	23	18	do.	3rd
Do. do.	Sholavandan ..	52	27	do.	4th
Do. do.	Tiruppattur ..	18	19	2nd	3rd
Do. do.	Shevagunga ..	60	56	3rd	4th
Do. do.	Paramagudy ..	43	50	do.	do.
Do. do.	Manamadura ..	43	28	do.	do.
Gospel Society's A.-V. School	Ramnad	132	134	5th	5th
A.-V. School	Devipatam ..	..	24	..	3rd
Central A.-V. School	Madura	170	434	4th	6th

ment, says as follows:—"Many of them are very poor schools: buildings unsatisfactory, attendance bad, furniture and apparatus more or less defective, and teaching indifferent in many points. The managers, as a rule, have very little conception of the duties they have undertaken, and take very little interest in the welfare of the schools they profess to manage, and the teachers have to struggle with many difficulties." Of the 25 schools ten worked upon the Results' System; the most important of the latter appear to be the American Mission Schools at Dindigul and Tirumungalum.

89. No Government Schools exist in the district of Tinnevelly, but there are numerous private schools of the Middle-Class, the majority of which are supported by the two great Societies, the Church Missionary and the Gospel, and the rest by lay managers. Some of the schools are reported to have no claim to be ranked in the Middle-Class, and will probably be removed therefrom in the course of the current year. The Church Missionary Society's School at Tinnevelly afforded creditable results at inspection in most subjects, Arithmetic being the chief exception; the school has no separate building of its own, but is held in the Tamil Church. The results for the other schools of the society were generally pretty fair. The report on the Tuticorin Subscription School is tolerably favorable, but a better school-house is greatly needed. Beside the Salary Grant Schools entered in the list, there were 21 schools which worked on the system of payment for results.

Tinnevelly.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Subscription School ..	Tuticorin ..	79	135	5th	5th
A.-V. School	Sathur	21	24	4th	3rd
Do. do.	Morapanaud ..	20	21	do.	do.
Do. do.	Ambasamudrum.	68	53	5th	5th
Do. do.	Veeravanallur ..	55	45	do.	4th
Do. do.	Nangunerry ..	17	17	4th	3rd
Do. do.	Tenkasi	7	25	do.	do.
Do. do.	Valliur	21	25	do.	4th
Do. do.	Shermadevy ..	14	22	do.	3rd
Do. do.	Gopalasamudrum	..	27	..	do.
Do. do.	Tachanellore ..	19	17	3rd	4th
Hindu A.-V. School ..	Palamcottah ..	..	23	..	5th
Ch. Mn. A.-V. Schl...	Tinnevelly ..	143	149	5th	6th
Do. do. ..	Strivilliputtur ..	67	32	do.	4th
Do. do. ..	Sankaranainarcovil.	22	20	4th	3rd
Do. do. ..	Strivigundum ..	55	53	do.	4th
S. P. G. A.-V. School.	Alvar Tinnevelly.	36	33	5th	do.
Do. do. ..	Thentirupathy ..	9	17	4th	do.
Do. do. ..	Kulasegarapatam.	34	46	do.	6th
Do. do. ..	Triuvai	40	61	3rd	3rd
Do. do. ..	Kadayam ..	12	19	do.	4th
Do. do. ..	Kullayanellore ..	..	15	..	3rd
Do. do. ..	Vizianarayanam.	..	21	..	do.
Do. do. ..	Tirukarangudy ..	..	27	..	4th
Do. do. ..	Radapuram ..	58	62	4th	3rd
Ch. Mn. Boarding Schl.	Mangnanapuram.	30	32	3rd	5th
Do. do. ..	Ponnavalai ..	27	23	do.	4th
Do. do. ..	Sachiapuram ..	25	19	do.	2nd
Do. do. ..	Surandi	12	23	do.	3rd
Do. do. ..	Dohnavur ..	25	20	do.	6th
Do. do. ..	Suviseshapuram ..	..	17	..	3rd

90. The Cannanore Anglo-Vernacular School now occupies the place of the practising branch of the Government Normal School, formerly existing at the station, so far as the provision of general education is concerned; the school is of the Middle-Class, and it seems improbable that Cannanore can afford sufficient appropriate material for a Higher-Class School. It is to be recollected, also, that, with the Calicut Provincial School, and the Higher-ClassSchools at Tellicherry and Palghaut, the district is very fairly provided with means for imparting higher-class instruction. The staff of the Cannanore School is a considerably more highly-paid one than that of any other school of the same grade. The school was found in a satisfactory state at inspection, and the order and discipline maintained are mentioned with approval. The Chowghaut Anglo-Vernacular School, though intended to rise above a Taluq School, and consequently furnished with a more expensive staff, has never taken its proper place; practically it may be regarded as a medium school of the Taluq grade. The Inspector remarks upon the delay which has occurred in erecting a building. There has been great delay, but this has not been without advantage, as the site originally proposed and made over to Government has been pronounced unsuitable and restored to the proprietor. The report on the school was tolerably favorable

Malabar.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
A.-V. School	Cannanore ..	..	63	..	5th
Do. do.	Chowghaut ..	70	60	5th	4th
Taluq School ..	Badagara ..	76	75	do.	5th
Do. do.	Quilandy	49	43	3rd	3rd
Church of England School	Cannanore ..	52	73	4th	4th
German Mission A.-V. School	Calicut	130	167	3rd	5th
ProtestantBoys' School	Cochin	92	105	4th	do.
Union School... ..	Allatur	50	90	do.	4th
Do. do.	Kollangode ..	55	58	do.	do.
Do. do.	Peruvamba ..	32	38	3rd	3rd
Do. do.	Kattayi	36	37	do.	do.
Do. do.	Kangadu	24	33	2nd	do.
Do. do.	Angadipuram ..	65	72	4th	4th
Do. do.	Cherpalcheri ..	50	67	do.	do.
Do. do.	Manjeri	72	70	5th	5th
Do. do.	Kalattur	..	50	..	2nd
Do. do.	Malapuram ..	..	34	..	3rd
Do. do.	Bettattuputiyan-gudy	62	51	4th	5th
Do. do.	Ponnani	55	48	3rd	4th
Do. do.	Trittala	49	40	do.	do.
Do. do.	Punnayur ..	27	11	do.	2nd
Do. do.	Enamakkil ..	41	62	2nd	4th
Do. do.	Triprayoor ..	26	40	do.	do.
Do. do.	Tanur	50	48	do.	2nd
Do. do.	Chattamangalum.	23	32	do.	do.
Do. do.	Payyali	55	56	3rd	4th
Do. do.	Manantoddy ..	35	100	do.	do.
Do. do.	Peringalun ..	73	62	4th	do.
Do. do.	Kattayam ..	63	61	do.	do.
Do. do.	Tallipararaba ..	48	60	do.	do.
Do. do.	Kavvai	46	65	3rd	5th
Do. do.	Anjarakandi ..	..	19	..	3rd
Do. do.	Kallapatti ..	143	133	3rd	4th
Do. do.	Pannyankara ..	..	33	..	3rd
Do. do.	Valayanad ..	..	24	..	2nd

upon the whole. The Badagara Taluq School has worked fairly, though too many changes have occurred among the teachers. The Quilandy Taluq School is inferior generally to that at Badagara; the work done is described by the Inspector as "sound, though not going as far as is desirable." The Church of England School at Cannanore is under the management of the Chaplain, whose supervision, however, in regard to secular studies is declared to be little more than nominal. The Cochin Protestant School is likely to suffer very seriously when the proposed Municipal School is established. The manager of the German Mission School at Calicut has been improving the staff of the institution, and otherwise rendering it more efficient. Malabar contains a very large number of Middle-Class Union Schools. The schools at Trittala, Enamakkil, Manjeri, and Allatur are reported on pretty favorably; that at Manjeri appears to be the most advanced, and in fact there was a desire at one time to convert it into a Higher-Class School, though such a step would be, not merely altogether inexpedient, but even contrary to the expressed views of Government. The reports on the schools at Taliparamba, Kottayam, Chattamangalam, Ponnari, Punnayur, and Malapuram are unfavorable. The Kalpatti Municipal School, Palghaut, is a feeder to the Higher-Class Union School at the same place, and is under the general supervision of the head master of the latter. The pupils are all intelligent Brahmin boys; but, owing to the inferiority of the teachers, the results at inspection were not sufficiently satisfactory. Of the Results' Schools in the district, seven are ranked in the Middle-Class.

91. The Kassergode Taluq School worked fairly during the past year; the attendance has risen notwithstanding the increased rates of fees, but the Inspector observes that "a large number of boys who were doing credit to the school had to be dismissed for inability to pay the high fees demanded." The Taluq School at Ullala is in a very depressed state, and Mr. Garthwaite feels much regret at the circumstance; I must say, however, that I agree

South Canara.

Name.	Locality.	On the Rolls.		Highest Class.	
		1871-72.	1872-73.	1871-72.	1872-73.
Taluq School	Kassergode ..	40	50	4th	4th
Do. do.	Ullala	16	26	3rd	3rd
Do. do.	Udipi	14	17	do.	2nd
Do. do.	Karkala	37	54	do.	4th
Roman Catholic Bishop School at St. Rozario's.	Mangalore ..	106	124	4th	do.
Union School.. .	Mangeshwara ..	36	34	do.	3rd
Do. do.	Puthur	..	108	..	4th
Do. do.	Mudabidri ..	46	36	4th	do.
Do. do.	Kundapur ..	80	82	5th	do.
Do. do.	Gangalli	31	30	3rd	3rd
Do. do.	Touse	..	79	..	4th
Do. do.	Baindur	..	39	..	do.
Do. do.	Mulki	74	79	4th	do.

with Mr. Gopal Rau, the late Acting Inspector, that the establishment of a Taluq School at such a place as Ullala was a mistake. On this point I think it right to place before Government the following proceedings issued by me on the 4th April last :—

" The Director of Public Instruction is fully aware of the benevolence and zeal which led to the establishment of the Ullala Taluq School, and he trusts that the past working of the institution, although its standard has not been high, will be found to have given something of a stimulus to the Billavas of the locality in seeking education for their children. At the same time the Director must own that he does not consider a Taluq School should have been set on foot at Ullala, or that a school of that stamp corresponds to the natural requirements of the Billavas. Mr. Gopal Rau seems to have been right in making the following remarks, which occur in his letter No. 76, of the 8th February 1872 :— ' The bulk of the population of the village consists of poor fishermen and manchil bearers, who cannot pay for their children's schooling, and are extremely unlikely to want them to learn anything beyond a little Canarese and Arithmetic.'

" 2. As to the course pursued by Karugappa, the former head master, with the view of keeping up the attendance of the Billava pupils, the Director regards it as carrying zeal and fostering care to such a height as to become injurious. This course is described in the following extract from Deputy Inspector Santappa's letter No. 343, of the 8th May 1871 :—' Karugappa, the late head master, was visiting in person the houses of the parents of the truants ; was keeping his school open the whole day though regular instruction was confined to a small portion of the day ; and was also paying the fee of a very large portion of the pupils from his own pocket.'

" 3. The Director believes that the Ullala Taluq School should be abolished, and that it should be left to the Local Fund Board to provide elementary education for the people of the locality. With a view to the subject being taken into consideration by the Board, a copy of these proceedings, along with a copy of the Inspector's report, will be sent to the President of the Local Fund Boards, South Canara."

92. The Udipi Taluq School is also in a declining state. The Inspector mentions that the majority of the well-to-do inhabitants are Brahmins connected with the great temple, who have no desire for education, and that those who used to send their children to the school are the poorer Government officials who cannot afford to pay the fees now demanded. The attendance at Karakala Taluq School has risen considerably, though it is not as high as it was in January last. The number of Middle-Class Union Schools in South Canara, as of schools generally, is much smaller than the number in Malabar. The Union

School at Kundapur is described as a "very good" one, the classes have been removed into the new building, which is large and handsome; but, like the majority of Union School-houses in Canara, without verandahs. The Mulki School is "well attended" and "well taught," and appears to be the best of the Union Schools in Canara. The Puthur School is noticeable for its large attendance; it requires additional teachers. Of the ordinary private schools the best conducted appears to be the Roman Catholic Bishop's School at Saint Rozario. Besides the schools in the list, there are five Results Grant Schools in the district ranked in the Middle Class.

Lawrence Asylum, Ootacamund, Male Branch.

93. In the course of the year under review there were 66 removals and 51 admissions in the Boys' Branch of the Ootacamund Lawrence Asylum. Of the pupils removed, 32 were taken away by their parents or friends for different reasons, five enlisted, seven entered the Telegraph Department, three the Topographical Survey, four the Asylum Press, three secured various appointments, seven were expelled for misconduct, one died, and four pupil teachers resigned with the view of getting employment The total number of boys on the 31st March 1873, excluding day-scholars, was 324, and the average number during the year was 347. The tailoring class is now under a European instructor, and contains six boys kept daily at work, and 50 others who work for a portion of the day. The class turned out 919 articles, consisting of coats, waistcoats, and trowsers, and 3,148 minor articles, such as sheets, towels, &c. The gardening class is under the control of a Serjeant, and consists of 12 day-boys, six of whom work on alternate days, and 26 others who work for a portion of the day. The value of the vegetables grown is given at Rupees 952-5-0. In the boot-making department 678 pairs of boots were made, and 2,318 pairs mended; these figures include the work done for the Girls' Branch. The gymnastic apparatus sanctioned by Government has been received, and an instructor in gymnastics appointed. Also a carpentry class has been established, and a workshop, formerly used by the Public Works Department, has been appropriated to the class.

Female Branch.

94. A lady, who had filled an educational post at Constantinople, has been appointed Superintendent of the Female Branch; she is reported to have displayed much tact and discrimination in the management of the girls. In view to the anticipated amalgamation with the Ootacamund Asylum of the Madras Military Female Orphan Asylum, and for other reasons, it was considered advisable to secure a Lady Superintendent of superior qualifications; the salary of the situation was accordingly raised, and now stands at Rupees 200 per mensem with board and lodging. From

the report of the committee it would appear that the Lady Superintendent merely supervises the teaching without taking a direct part in it ; this does not seem a judicious arrangement. The girls made up 2,522 articles of needle-work in the year. On the 31st March 1872 the asylum contained 68 girls ; during last year there were 16 admissions, including eight day-pupils, and 19 removals, including three day-scholars. Of the 19 girls removed, 18 were taken away by their friends for different reasons, and one entered domestic service.

Cost of the Lawrence Asylum.

95. The total expenditure of the Boys' Branch for 1872-73 was Rupees 84,085-5-10½, and the cost of each boy is given at Rupees 213-7-1, against Rupees 227 for the previous year. The total cost of the Girls' Branch is put down at Rupees 16,797-2-6, and the cost per head at Rupees 264-2-9, or Rupees 9-6-2 above the average for 1871-72 ; the increase is attributed to augmented salaries and the enhanced price of provisions. The whole expenditure for both branches of the asylum stands at Rupees 1,00,882-8-4½, against Rupees 73,351-8-6 for the previous year. Here it is necessary to remark that the increase in the number of boys, due to the amalgamation of the Madras Military Male Orphan Asylum with the Boys' Branch of the Ootacamund Asylum, took place in September 1871, and that consequently the move operated in the way of raising the expenditure of the Ootacamund Asylum for only about half of 1871-72. The following statement gives the number of inmates of the asylums for the last seven years, together with the total expenditure for each year :—

Year.	Number of Children at the end of the year.			Total Expenditure.
	Boys.	Girls.	Total.	
				Rs.
1866-67	122	52	174	58,315
1867-68	121	61	182	64,408
1868-69	119	61	180	59,843
1869-70	120	60	180	58,038
1870-71	137	64	201	57,874
1871-72	345	63	408	73,351
1872-73	324	68	392	1,00,882

Remarks on Middle-Class Schools.

96. It must be confessed that the state of Middle-Class education is far from satisfactory. It is believed by some that great improvement would follow the institution of an annual scholarship examination of a lower standard than the Matriculation to test the senior boys in Middle-Class Schools ; and it is supposed that such an examination would enable the officers of

the department to rank the schools more accurately according to their efficiency. I believe that an annual examination would do some good, though very much more is required to develop a healthy vitality in Middle-Class Schools; at the same time I see so much difficulty in managing the proposed examination that, on this ground alone, I feel unable to recommend its institution. It is to be borne in mind that there are already several examinations held annually in this Presidency; and I am satisfied the number should not be increased, while it is more than doubtful if any of the existing tests can as yet be dispensed with. Moreover the proposed examination should be of a lower standard by two years' study than the Matriculation Examination, and must necessarily, therefore, be more a *vivâ voce* one than an examination in writing; this involves the collection of young boys at a central station in each division, to allow of their being examined by the Inspector and his Deputies. Looking at the objections to such a course, I believe it would be better to allow each Inspector to award, upon his inspection results, a few scholarships in every district of his division, supposing that the issue of scholarships is considered desirable in the case of Middle-Class Schools; the stipends might be held for two years, or till Matriculation within that period, at a Higher-Class School in the district to which the successful candidates belonged. Care would be necessary to prevent boys being presented for examination who, by age and length of study, would be really of a standard superior to the test; and it would be far easier for an Inspector to prevent any fraudulent action of the kind indicated on his visiting a school in his annual tour than if all the candidates were brought to a single central station. The subject has occupied my attention for some time past, and at first I was in favor of holding an annual examination of the nature proposed; further reflection has, however, led me to doubt the advisability, not only of having examinations at central stations in the several divisions, but of holding out any scholarships to be competed for by boys in Middle-Class Schools. Such schools appear to me to stand in need of restrictive measures rather than of encouragement. When but little education at all worthy the name existed, it was an object to have Middle-Class Schools established, and aid was issued in many cases without a severe scrutiny as to the conditions under which the schools were set on foot. Now, however, it appears to me we should have only a very moderate number of Middle-Class Schools in each district, and these should be situated in favorable localities, possess good school-houses and school furniture, have a moderate reserve fund for emergencies, and be under really efficient management. Where existing Middle-Class Schools are badly managed, badly provided with class-room accommodation and furniture, or are not strongly called for by circumstances, I consider the aid now given should be withdrawn.

VI.—Elementary Education.

97. The table in the margin shows the strength of the several classes of the Ganjam Hill Schools at the close of 1871-72 and of 1872-73; the schools are 16 in number, and are under the immediate management of the Special Assistant Agent in Ganjam, but the Inspector of the division is required to pay them an annual visit. Last year circumstances, fully explained by Mr. Bowers, rendered it impracticable for him to inspect the schools; orders have been issued to the new Deputy Inspector, who is fortunately acquainted with Ooriya, to examine all the schools during the current year. The Assistant Agent complained that promotions were not made when the Inspector failed to visit the schools. It has been pointed out to Captain Smith that promotions need not be deferred till the arrival of the Inspector; at the same time, as it is advisable to make the promotions more or less dependent upon an examination, it has been suggested that the classes should be re-arranged, in some cases, after a visit from the Assistant Agent, in others, after an examination by the Deputy Inspector. Upon the Assistant Agent's recommendation certain increases of salary have been sanctioned for some of the teachers of the schools.

Hill Schools of Ganjam.

Classes.	1871-72.	1872-73.
Fourth ..	49	46
Third ..	67	67
Second ..	91	100
First ..	519	536
Total ..	726	749

98. During the past year special action has been taken with the object of advancing education among the Mahomedan community. By desire of His Excellency the Governor, on returning from privilege leave, I consulted some Mussulman gentlemen of intelligence and position as to the moves they thought expedient, and obtained from each a memorandum conveying his views: these memoranda, together with a report from myself upon the subject, were laid before His Excellency. In their Order, No. 288, of the 7th October 1872, Government decided that elementary schools for Mussulmans should be set on foot at the chief centres of Mahomedan population, and that in these schools instruction should be given in Hindustani and English, in order to qualify the pupils for admission into the higher classes of Zillah and Provincial Schools and other similar institutions. In their Order, Government stated that they agreed with Colonel Macdonald in regarding it necessary that Mahomedans should be taught separately from Hindus up to a certain point, though, when receiving general instruction through English, they would rather gain than lose by being associated with Hindus. Now, elementary schools for Mussulmans have been established at Rajahmundry, Ellore, Masulipatam, Kurnool, Adoni, Cuddapah, Arcot, Vellore, Trichinopoly, and Nagore; and it may pos-

Mussulman Elementary Education.

sibly be found expedient to set on foot two or three more hereafter. In various places Mussulman settlers have, to a great extent, lost their distinctive characteristics with the exception of their religion, and use a Hindu vernacular instead of Hindustani. Where such is the case it does not seem requisite to establish Hindustani schools. In Malabar special encouragement in grants is held out to schools for Moplahs, and other arrangements have also been introduced in order to advance education among that class. When the Results' system was brought into operation, Mussulman teachers did not come forward for Government aid, consequently a scheme of examination was not laid down for Mussulman schools. To meet the want, a scheme was drawn up in January last, with the aid of some experienced gentlemen, European, Mussulman, and Hindu, and has since received the approval of Government. It is evident that it will be difficult to provide for the examination of Mussulman Results' Schools thinly scattered over certain portions of the Presidency. A make-shift arrangement will have to be adopted, as the appointment of special officers for the work would involve a disproportionate expenditure.

Working of Results' Grant System in each District.

99. The following table shows the working of the Results' Grant System in each district during the past year. The schools which had grants sanctioned for them rose from 2,037 with 54,400 pupils to 3,248 with 89,820 pupils; the unaided schools under improvement by Inspecting Schoolmasters and qualifying for grants rose from 1,406 with an attendance of 26,458 to 2,463 with an attendance of 45,846. The grants sanctioned rose from Rupees 1,03,147-9-3 to Rs. 1,46,077-15-11; the increase attaches to all three sources of aid, Provincial, Municipal, and Local Funds, but belongs mainly to the last named:—

Table of Results' Grants sanctioned in 1872-73.

Divisions.	Districts.	Circles.	Number of Schools for which Grants were sanctioned during the year.	Attendance in Aided Schools during the year.	Number of Schools under Improvement, but not aided during the year.	Attendance in Unaided Schools during the year.	Amount of Grants sanctioned during the year. From Provincial Funds.			From Municipal Funds.		
							Rs.	A.	P.	Rs.	A.	P.
First.	Ganjam ..	Chetterpore ..	90	1,771	45	692	204	0	0	550	12	0
		Chicacole ..	62	1,352	12	202	763	0	0	293	12	0
	Vizagapatam.	Vizagapatam ..	77	2,114	19	420	943	4	0	..	..	..
		Nursapur ..	37	793	19	402	..	..	..	..	..	..
	Godavery ..	Cocanada ..	70	1,669	2	32	1,000	8	0	161	12	0
		Ellore	33	962	..	..	..	..	..	711	12	0
	Kistna ..	Masulipatam ..	74	1,679	85	1,391	1,037	0	0	306	0	0
		Guntoor ..	104	2,072	97	1,453	1,029	4	0	415	4	0
Second.	Bellary ..	Bellary ..	123	2,770	83	1,417	251	8	0	267	12	0
		Pennacondah ..	34	764	32	491	..	..	..	..	..	..
		Gooty.. ..	61	1,357	53	915	..	..	..	..	..	..
	Kurnool ..	Kurnool ..	73	1,573	96	1,246	112	8	0	309	8	0
		Cumbum ..	60	1,017	10	105	75	0	0	28	8	0
	Cuddapah ..	Cuddapah ..	142	2,814	94	1,304	..	..	..	247	8	0
		Madanapally ..	46	981	54	687	..	..	..	..	..	..
	Nelloro ..	Nellore ..	87	1,577	84	837	..	..	..	..	..	..
		Ongole ..	81	1,660	94	1,324	..	..	..	..	..	..
Third.	Madras ..	Madras ..	48	2,517	..	..	1,321	12	0	3,572	12	0
	Chingleput ..	Sydapett ..	89	2,250	83	1,384	..	..	..	..	..	..
		Chingleput ..	100	2,884	92	1,862	..	..	..	976	12	0
	South Arcot..	Cuddalore ..	143	3,606	121	2,365	457	12	0	678	12	0
		Virdachellam ..	59	1,431	94	1,944	584	8	0	..	..	..
Fourth.	North Arcot..	Chittoro * ..	105	2,870	77	1,825	2,533	12	0	174	12	0
		Vellore ..	131	3,992	113	2,432	1,159	12	0	1,047	4	0
	Salem ..	Salem . ..	92	2,547	137	2,269	766	0	0	1,153	4	0
		Oossoor ..	28	429	35	752	76	8	0	..	..	..
	Trichinopoly.	Trichinopoly ..	113	2,718	41	702	249	0	0	549	8	0
	Tanjore ..	Tanjore ..	69	2,685	205	4,735	760	4	0	1,499	8	0
		Negapatam ..	49	1,458	109	2,919	460	4	0	305	12	0
Fifth.	Coimbatore..	Northern ..	150	3,923	108	1,508	1,368	2	7	1,341	14	8
		Southern ..	186	3,921	149	2,414	829	0	0	..	..	..
	Neilgherry ..	Neilgherry ..	2	83	..	..	..	..	..	..	..	..
	Madura ..	Madura ..	117	4,447	46	1,010	631	0	0	1,284	14	0
		Dindigul ..	102	2,981	36	713	1,715	10	11	458	0	0
	Tinnevelly ..	Tinnevelly ..	117	4,176	38	816	3,317	0	0	488	11	3
		Shermadevy ..	68	2,190	..	..	1,209	8	0	..	..	..
Sixth.	Calicut ..	Calicut ..	71	3,327	61	1,822	1,229	12	0	922	8	0
		Tellicherry ..	117	6,977	23	1,084	1,541	12	0	1,315	8	0
	South Canara..	Canara ..	38	1,483	16	372	1,786	4	0	882	8	0
		Total ..	3,248	*89,820	2,463	45,846	27,413	9	6	19,944	11	11

* This does not include the attendance of 71 schools which received grants during the year, but were closed before its expiration.

Table of Results' Grants sanctioned in 1872-73.—(Continued.)

Divisions.	Districts.	Circle.	Amount of Grants sanctioned during the year.—(*Continued.*) From Local Funds.			Amount of Grants actually drawn during the year. From Provincial Funds.			From Municipal Funds.			From Local Funds.			Remarks.
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
First.	Ganjam ..	Chetterpore...	1,490	4	0	318	0	0	535	12	0	1,347	0	0	The sums drawn during the year differ in certain cases from those sanctioned owing (1) to grants sanctioned in 1871-72 being drawn in 1872-73, and (2) to grants for the latter year remaining undrawn at its close.
		Chicacole ..	2,124	0	0	499	8	0	293	12	0	1,738	0	0	
	Vizagapatam.	Vizagapatam.	2,838	12	0	69	0	0	874	4	0	2,838	12	0	
		Nursapur ..	1,126	0	0	..	..	..	..	..	..	1,622	0	0	
	Godavery ..	Cocanada ..	3,335	4	0	493	8	0	27	8	0	3,318	0	0	
		Ellore . ..	666	0	0	..	..	..	711	12	0	597	0	0	
	Kistna ..	Masulipatam.	1,979	4	0	557	8	0	306	0	0	1,599	8	0	
		Guntoor ..	2,448	12	0	1,029	4	0	415	4	0	2,448	12	0	
Second.	Bellary ..	Bellary ..	3,134	12	0	251	8	0	228	8	0	2,314	8	0	
		Pennacondah	1,001	0	0	..	..	..	..	..	..	1,001	0	0	
		Gooty ..	1,439	8	0	..	..	..	..	..	..	1,439	8	0	
	Kurnool ..	Kurnool ..	1,179	0	0	112	8	0	303	8	0	2,198	8	0	
		Cumbum ..	883	0	0	75	0	0	..	..	..	871	8	0	
	Cuddapah ..	Cuddapah ..	2,918	8	0	..	..	..	247	8	0	2,918	8	0	
		Madanapally.	886	4	0	..	..	..	..	..	..	886	4	0	
	Nellore ..	Nellore ..	1,097	11	6	..	..	..	..	..	..	1,175	11	9	
		Ongole ..	1,331	12	0	..	..	..	..	..	..	1,154	8	0	
Third.	Madras ..	Madras ..	..	..	..	1,321	12	0	1,943	8	0	..	..	..	
	Chingleput ..	Sydapett ..	3,355	12	0	..	..	..	..	..	..	3,435	4	0	
		Chingleput ..	2,832	4	0	..	..	..	1,840	12	0	4,337	8	0	
	South Arcot..	Cuddalore ..	3,360	4	0	457	12	0	678	12	0	3,461	12	0	
		Virdachellam	1,627	4	0	584	8	0	..	..	..	1,603	12	0	
Fourth.	North Arcot..	Chittore ..	4,998	12	0	2,533	12	0	174	12	0	4,998	12	0	
		Vellore ..	4,537	2	0	1,159	12	0	1,047	4	0	4,537	2	0	
	Salem ..	Salem ..	2,682	4	0	682	8	0	754	4	0	2,058	12	0	
		Oossoor ..	768	0	0	76	8	0	..	..	..	768	0	0	
	Trichinopoly.	Trichinopoly.	3,329	8	0	249	0	0	549	8	0	3,329	8	0	
	Tanjore ..	Tanjore ..	2,965	8	0	760	4	0	1,207	12	0	2,965	8	0	
		Negapatam..	1,783	11	0	354	0	0	305	12	0	1,592	3	0	
Fifth.	Coimbatore..	Northern ..	4,330	0	1	1,368	2	7	1,423	14	8	4,522	0	1	
		Southern ..	5,466	5	5	829	0	0	..	..	..	5,466	5	5	
	Neilgherry ..	Neilgherry ..	105	12	9	..	..	..	..	..	..	105	12	9	
	Madura ..	Madura ..	4,462	14	8	631	0	0	1,284	14	0	5,989	11	8	
		Dindigul ..	3,348	9	0	1,531	2	11	458	0	0	3,605	1	6	
	Tinnevelly ..	Tinnevelly ..	4,588	8	4	1,490	4	0	318	11	3	3,875	7	7	
		Shermadevy..	2,668	7	9	78	0	0	..	..	..	2,552	7	9	
Sixth.	Calicut ..	Calicut ..	2,348	12	0	1,229	12	0	514	4	0	1,834	8	0	
		Tellicherry ..	8,174	0	0	1,287	12	0	1,315	8	0	6,756	8	0	
	South Canara..	Canara ..	1,106	4	0	1,243	0	0	882	8	0	1,674	12	0	
		Total ..	98,719	10	6	21,273	9	6	18,643	11	11	98,939	11	6	

Summary of Results' Grants in each Division.

100. The accompanying table summarizes the preceding one for the several Educational Divisions:—

Division.	Number of Schools for which Grants were sanctioned.	Attendance.	Grants sanctioned.			Average Grant per School.		
			Rs.	A.	P.	Rs.	A.	P.
First Division	547	12,412	23,424	8	0	43	0	0
Second do.	707	14,513	15,163	11	6	21	0	0
Third do.	439	12,688	18,767	12	0	43	0	0
Fourth do.	587	16,699	31,800	5	0	54	0	0
Fifth do.	742	21,721	37,614	7	5	51	0	0
Sixth do.	226	11,787	19,307	4	0	85	0	0

An advance is shown for each division as regards schools, attendance, and grants; the average grant per school is lower in all the divisions except the 6th, in which it has risen by about Rupees 5. The average grant for the 6th Division is still far larger than that for any other; it is, in fact, quadruple that for the 2nd and nearly double the grants for the 1st and 3rd Divisions. The largeness of the grant arises in a great measure from the circumstance that several important schools on the Western Coast, which would elsewhere be drawing salary grants, receive aid upon the system of payment for results.

Number of Pupils that passed under each Standard.

101. The Appendix contains the usual statement, showing for every district and every division the number of pupils that passed for each of the four standards of the results' system. Beneath is given a summary of the figures for the whole Presidency:—

Total for the Madras Presidency (3,248* shools passed pupils).

Standard.	No. of Schools that passed Pupils.	No. of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Girls presented for Examination.
			Reading.	Writing.	Arithmetic	Grammar.	Geography	Reading.	Writing.	Grammar.	
I.	3,012	25,205	18,826	20,567	18,018	..	..	..	..	..	1,310
II.	1,974	13,102	9,662	11,266	9,521	..	..	..	..	..	844
III.	1 075	6,355	4,325	5,300	3,999	3,185	2,681	1,628	1,765	11	422
IV.	431	2,604	1,839	2,257	1,259	1,240	1,149	938	1,007	485	194

The number of schools which presented pupils, the number of pupils presented, and the number passed, all show large increases for each of the standards; for the fourth standard are found 431 schools and 2,604 pupils presented, against 282 schools and 1,994 pupils in 1871-72.

* Several schools passed pupils in more than one standard. Beside the above, several female pupils passed in fair and creditable needle-work.

Also the total number of girls presented rose from 2,169 to 2,770. It may be observed that, in order to increase their grants, the teachers of elementary schools persuade parents to send their young daughters for instruction along with their sons; in this way the interest of the masters is made to operate in favor of female education. Of the three subjects, Reading, Writing, and Arithmetic, the second is that in which the pupils are most successful. For the lower standards the passes in Reading and Arithmetic are nearly on a level, those in the former preponderating; for the fourth standard the results in Arithmetic fall considerably below those in Reading. The following table shows the number of pupils who passed in Reading alone, in Writing as well as in Reading, and in all three subjects conjointly:—

Division.	Presented for Examination.	Passed in		
		Reading alone.	Both Reading and Writing.	Reading, Writing, and Arithmetic.
First Division	7,937	244	1,237	3,427
Second do.	7,961	1,660	4,146	6,371
Third do.	7,241	194	823	3,031
Fourth do.	10,411	569	1,493	5,072
Fifth do.	9,904	1,649	2,767	6,711
Sixth do.	5,465	48	525	3,350
Total ..	48,919	4,364	10,991	27,962

Union Schools.

102. On the 28th March last Government issued Proceedings No. 426, Financial, ordering that the imposition of the house-tax, the source from which Union Schools were to have been supported, should not proceed any further, and that at the end of 1872-73 the tax should cease. During 1873-74 the Union Schools already sanctioned are to be maintained from unallotted balances of the general fund of the various circles; and, where the balances will not suffice, a special grant will be made from Provincial Funds to meet the deficiency. After 1873-74 the schools are to be supported from the General Local Fund, while Local Funds are to be relieved from the contribution hitherto required from them for the cost of Deputy Inspectors and Normal Schools, which will be resumed by Government as *in toto* a Provincial charge. This modification of the policy laid down in Act IV. of 1871 has led to fear being entertained that funds will not be forthcoming to allow of the development of elementary education, although Government came to the conclusion that the arrangements contemplated would provide sufficient funds to carry out the schemes which have been matured. It is for the Board of Revenue to review the working of Act IV. of 1871, as that body is the controlling authority in regard to all measures carried out under the Act; though Local Fund Boards are the recognized managers of

Union Schools, subject to the general control of the Board of Revenue, sub-committees at the different places have the immediate direction of the schools. A detailed list of Union Schools will be found in the Appendix, with particulars of attendance, receipts, and expenditure: the following table gives a summary of the particulars:—

Division.	No. of Schools.			Number of Pupils.	Total Expenditure.		
	Higher.	Middle.	Lower.		Rs.	A.	P.
First Division ...	...	8	170	4,118	25,138	3	5
Second do... ...	...	27	29	1,833	35,473	8	7
Third do... ...	1	...	7	426	12,136	1	4
Fourth do	...	3	9	1,073	2,909	4	11
Fifth do... ...	...	2	...	60	743	4	2
Sixth do... ...	1	39	27	3,121	42,298	13	10
Total ...	2	78	242	10,631.	1,18,699	4	3

103. It appears that there are now 323 Union Schools, with an attendance of 10,631 pupils, against 263 schools and 8,067 pupils at the close of 1871-72; the total expenditure has increased from Rupees 75,484-10-8 to Rupees 1,18,699-4-3. Of the schools two belong to the Higher, 79 to the Middle, and 242 to the Lower Class. The 1st and 2nd Divisions, particularly the latter, show higher figures than those of last year; this is especially the case in regard to expenditure; the 3rd Division possesses only one school more than last year, having now seven Lower-Class Institutions instead of six of the Middle Class. The change of class was made on carrying out the re-classification of schools referred to elsewhere. The expenditure on the schools has increased considerably. The 4th Division has now 12 instead of six schools, and the increase of pupils more than corresponds; the expenditure, however, is returned at a trifle less than that of 1871-72. The 5th Division presents little change; it continues to have only two schools. The 6th Division has 67 against 58 schools last year, and the expenditure has increased pretty largely. Nearly two-thirds of the Lower-Class Schools belong to the 1st Division. Strictly speaking Union Schools should be elementary, and belong to the Lower Class; exceptions have, however, been made in favor of Rate Schools and a few other institutions. To attract pupils two measures have been adopted by Local Fund Boards, both of which are to be regretted; in the first place a smattering of English is often taught, and in the second, either fees are altogether excused or merely nominal ones imposed. There seems reason to fear that the object of Government, viz., to diffuse improved elementary education among the masses, may be set aside by the machinery which has been

adopted to attain it; the natives who find seats at Local Fund Boards and the leading members of the sub-committees which have the immediate supervision of Union Schools, are, to a large extent, officials, who naturally desire to get an English education for their children and the children of their friends with as little expense to themselves as possible. Union Schools should be vernacular ones, and moderate fees should be charged at them; but then it is questionable whether, in the present state of things, such schools would secure a fair attendance.

Effects of Results' Grants on fees in Indigenous Schools.

104. In Government Order, Financial Department, No. 1,655, of 10th December 1872, a report was called for "on the general question of the effect of results' grants in inducing the discontinuance of school fees." The Inspectors of Schools, after consulting their most experienced Deputies, expressed the following views upon the subject. Mr. Bowers believes that a reduction has taken place in the fees formerly paid to the teachers of indigenous schools, as will be seen from the following extract from a letter; his Deputies also hold the same view:—"There is thus a general agreement of opinion among the Deputy Inspectors that the masters in nearly all cases get less than they did, and in some cases nothing beyond the grant. My own belief that such is the case rests upon what I have gathered from them, from the Inspecting Schoolmasters, and from the masters in Government and Aided Schools. The latter have often complained of the effect of the Results' System Schools in drawing away their scholars, as in those schools they would have very small or no fees to pay. It is very hard to learn the actual state of things when there exists any inducement to misrepresentation. I believe that *a priori* reasoning on the propensities and habits of the primitive Hindu will conduct to a very trustworthy conclusion. We know that that individual will not pay any demand which he thinks he can avoid paying; that he will not part with an anna which he can possibly keep; that he will take every anna he can possibly lay claim to. On these principles it is easy to foresee that the people, learning that the master receives money from Government for teaching their children, will be quite ready to believe that the Government has, with paternal liberality, satisfied the schoolmaster's demands, that, therefore, the parents are no longer liable. On the other hand, the schoolmasters, calculating that it is more advantageous to teach a good many boys without fees and secure a large grant, than to teach a few boys who pay small fees and receive no grant or a very trifling one, will be unwilling to drive away boys from their schools who represent Rupees 3 or Rupees 4 at the next examination for grants, especially if there has been expended nearly a year's labor in making them thus profitable. As their conclusions coincide with so much as we can gather from experience, I think we are quite safe in believing that, when the schoolmasters complain of the loss of their fees, they are near speaking the truth. Having begun to

suspect that the truth may militate against their interests, they will try to conceal it; hence their statements about the payment of fees by almost every boy in their schools have to be received with caution." Mr. Fortey doubts if the fees have been reduced except in a few cases; at the same time the language of two of his Deputies implies their belief that a reduction has occurred. Mr. Fowler thinks that little or no change has been made as regards the presents given to teachers on festivals and at particular stages of a child's education. The statements of his Deputies seem to point to a reduction. Mr. Bradshaw says that in his division the effect of results grants in reducing fees is very general. The effect, too, is not confined to a mere reduction of the fees; in some cases the fees are discontinued altogether, while in others the masters supply books and slates to their scholars. Exceptions to this state of things are to be found (1) in large towns where education has made such progress as to be eagerly sought after, and (2) in small villages where only an insignificant grant can be earned. While Mr. Kershaw remarks that no instance of a reduction of fees has come under his observation, all his Deputies agree in saying that there is a greater or less reduction in every Pial School in which money fees used to be paid. It is estimated, but probably on insufficient data, that in one portion of the Presidency about half a teacher's income is derived from fees and presents, the other half coming from the Government grant. One of Mr. Kershaw's Deputies repeats a statement made elsewhere, to the effect that he had heard of parents claiming a portion of the Government grant on the plea that their children had earned it. Mr. Garthwaite says he is not aware of a reduction of fees having been made in any school not of an indigenous type; on this point it may be remarked that the question is entirely in connexion with indigenous schools, and does not affect the schools of a higher stamp which receive aid under the results' system on the Western Coast. The Inspector believes that some parents have discontinued the monthly money-payments formerly made to indigenous teachers, but he thinks that presents on festivals and at particular stages of a child's instruction are still given; with reference to the latter, he observes that the making of such presents is a time-honored custom like the giving of Christmas boxes. Upon the whole there seems no reason to doubt that, as the introduction of the results' system is gradually modifying the nature of Pial Schools, it is leading the parents in many cases to reduce their money payments to the teachers. The play of interests will probably set things right eventually; meantime it will be necessary for the officers of the department to see that the scale of grants is not unduly high.

Progress of the Results' Grant System among the Ooriyas.

105. From the report of the Inspector of Schools, 1st Division, it appears that the Ooriyas of Ganjam are beginning to appreciate the system of payment for results. During the past year 45 Ooriya schools, containing

773 scholars, received Rupees 1,104 in grants; and at the close of 1872-73 there were 40 other schools with 499 scholars under improvement and qualifying for grants. Owing to the division of the population of Ganjam into Telugus and Ooriyas, there is especial need of two Deputy Inspectors for the district.

VII.—Female Education.

106. The statement in the margin shows that the number of Girls' Schools has increased from 163 to 186, and the number of girls in these schools from 8,267 to 9,292. The number of girls under instruction in all schools connected with the department has risen from 11,503 to 14,330. The following statement compares the work done by missionary and other religious bodies in the way of female education with that performed by others :—

Girls' Schools entered in the Returns.

School.	1871-72.		1872-73.	
	Schools.	Girls.	Schools.	Girls.
Girls' Higher Class ..	1	116	1	88
Do. Middle do. ..	84	5,364	41	3,134
Do. Lower do. ..	78	2,787	144	6,070
	163	8,267	186	9,292
Mixed Middle Class ..	23	395	17	284
Do. Lower do. ..	273	2,056	338	2,433
Boys' do. do. ..	..	684	..	2,225
Normal	2	101	2	96
Total ..	461	11,503	540	14,330

School.	Missionary Schools and Religious Charities.				Other Schools.				Grand Total.
	Hindus.	Mahomedans.	Others.	Total.	Hindus.	Mahomedans.	Others.	Total.	
Mixed Schools, Middle Class.	2	..	227	229	14	..	23	37	266
Do. Lower do.	91	..	1,184	1,275	984	56	122	1,162	2,437
Female Schools, Higher do.	..	..	88	88	..	..	..	..	88
Do. Middle do.	851	..	2,283	3,134	..	..	..	..	3,134
Do. Lower do.	1,520	..	1,523	3,043	2,219	2	656	2,877	5,920
	2,464	..	5,305	7,769	3,217	58	801	4,076	11,845
Sarah Tucker's Institution .	66	..	169	235	..	..	..	..	235
Girls in Boys' Village Schools.	..	..	..	..	..	..	..	..	2,225
Government Mixed Schools, Middle Class	..	..	..	..	..	..	14	14	14
Total ..	2,530	..	5,474	8,004	3,217	58	815	4,090	14,319

The girls instructed by religious societies are nearly twice as numerous as those educated in other ways; in 1871-72 the proportion was much more favorable to missionary education, the totals being 8,486 for religious bodies, and 2,321 for others. Not only is there a small falling off in the case of religious bodies, but the Hindus appear

to have sought instruction for their daughters much more freely in 1872-73. The annexed table arranges the districts in order according to the number of girls under instruction. Madras and Chingleput still head the list, but with a diminished number of pupils; Tinnevelly stands second as before, and shows a large increase of 924 girls; and Malabar and Tanjore retain their places, with additions of 427 and 299 girls respectively. All the other districts but four present higher figures than they did in 1871-72, and the Godavery has a much larger number, 377 in the place of 67. South Canara, Salem, Nellore, and Trichinopoly present diminished numbers; the diminution is insignificant in the two former and greater in the latter. The subjoined table shows the schools which passed either teachers, pupil teachers, or pupils at the last Certificate Examination. Almost all the schools are in the Town of Madras; and the only up-country school which contributed an appreciable number of successful candidates is Sarah Tucker's Institution at Palamcottah:—

District.	Pupils.
Madras and Chingleput..	3,903
Tinnevelly	3,548
Malabar	1,495
Tanjore	931
Vizagapatam	635
Madura	599
North Arcot	526
Coimbatore	450
Godavery..	377
South Canara	362
South Arcot	299
Bellary	294
Salem	239
Nellore	196
Kistna	194
Trichinopoly	137
Cuddapah..	69
Ganjam	53
Kurnool	23
Total ..	14,330

School.	Teachers and Pupil Teachers.			Pupils.		
	1st.	2nd.	3rd.	1st.	2nd.	3rd.
Sarah Tucker's Female Training Institution at Palamcottah	...	...	1	...	...	15
Military Female Orphan Asylum	...	...	1	...	...	1
Free Church Mission Female Boarding School	...	...	...	...	...	2
Free Church Mission Girls' Day School ...	...	...	...	...	...	1
Emmanuel Church School	1	...	...	...	...	2
Davidson's Street Girls' School	...	...	...	...	...	6
Union School, John Pereira's	...	1	...	...	...	2
Government Female Normal School ...	...	...	...	...	...	1
Civil Orphan Asylum	...	...	...	1	2	4
Scottish Orphanage	...	...	1	...	...	...
Vizagapatam Orphanage	...	...	...	...	...	1
Hindu Girls' School, Madura	...	...	1	...	...	...
Railway School, Jollarpett	...	...	1	...	...	...
London Mission Caste Girls' School ...	...	...	...	...	...	1
Attached to no Institution	...	...	...	1	...	...
Total ...	1	1	5	2	2	36

107. During 1871 complaints were made by various missionaries regarding the regulations for needle-work grants. The subject was fully discussed at the conference of Inspectors held in January 1872, and subsequently at a meeting of ladies experienced in such matters, some of whom belonged to missionary bodies. Ultimately Government approved of the following modified note (*b*) to Schedule B. of the Scheme for Results' Grants:—

Change in Rules for Needle-work Grants.

"In the case of Girls' Schools the grants will be fifty per cent. higher; a capitation grant of 1 rupee a head will also be allowed, as a temporary measure, upon the average daily attendance during the year. In addition, grants for needle-work will be given according to the subjoined plan, the standards in this branch of instruction corresponding severally with those laid down for general school knowledge, but a second grant not being claimable under the fourth standard of needle-work. Also a girl will not be eligible for a needle-work grant alone; to secure such a grant she must obtain one for general knowledge.

	Grant. Rs.
First Standard.	
"Hemming on calico or coarse cloth	1
Second Standard.	
"Hemming, top-sewing, and felling on fine cloth ...	1½.
Third Standard.	
"Gathering, backstitching, working button holes, and darning on calico, generally such work as is on the sleeve of a somewhat coarse shirt or on a native man's jacket	2
Fourth Standard.	
"Cutting out and working on fine cloth, either a finely-made European shirt, or a native man's jacket, or a female's plain dress and petticoat, presenting the same fineness of work	4"

VIII.—Normal Schools and Examination for Teachers' Certificates.

108. In the course of last year Government decided upon making a very important change in the work of the Madras Normal School: hereafter the institution will confine itself to affording professional training to young men who have passed University Examinations, instead of also imparting instruction with a view of enabling its students to pass those tests. The change was contemplated some years ago, but there were obstacles in the way of introducing it. For some time after the department was established, education was very scantily diffused, and it was necessary to give general

Madras Normal School.

Masters..	11
Normal Students ..	28
Practising School..	195

instruction as well as professional training to Normal Students; circumstances are now very different, and there is no longer any reason for making the Normal School do the work of a Collegiate or Higher Class Institution. At my request Colonel Macdonald, when acting for me in 1872-73, brought the matter before Government. In his letter No. 1,648, of the 1st August last, the Acting Director went into the subject with much care; and, beside pointing out the disadvantages of the existing system, he dwelt very forcibly upon the necessity of improving the prospects of trained students. Government, in their Order No. 286, of the 5th October 1872, approved generally of Colonel Macdonald's proposals; and in a letter No. 358, of the 14th February last, I suggested arrangements for bringing into operation the plan already generally approved. This letter is still under the consideration of Government; but, pending the receipt of an order, the suggestions made in it, regarding the re-constitution of the Normal School, have been carried out. A considerable portion of the correspondence adverted to above will be found in Mr. Fowler's annual report given in the Appendix.

109. The Madras Normal School undoubtedly failed most grievously at the late University Examinations; but this may be attributed, in some measure, to its being known that a discussion was going on regarding its future constitution. Also the results were no doubt affected by the changes which occurred in the head mastership. Still, making allowance for the injurious influences above specified, the out-turn of work at the University Examinations cannot but be termed discreditable. Of 17 students who went up to the F.A. Examination only two passed; also the single pupil sent up to the Matriculation Examination from the Practising School proved unsuccessful. Mr. Fowler inspected the school in August and September 1872, and the young men gave lessons before him, acquitting themselves tolerably well. The note-books had been regularly kept, but the notes did not appear to be of much value. The Inspector remarks that, under the new system, in which professional training is to occupy its proper place, improvement in this and other kindred matters may be expected. During the year 12 students took up masterships with salaries ranging from Rupees 60 to Rupees 25 per mensem. The Principal of the school observes that the number of appointments compares favorably with those of preceding years, being greater than that of any year since 1867-68, when 13 students were provided with situations.

110. The Vizagapatam Normal School was inspected by Mr. Fowler in September 1872, when the students acquitted themselves fairly in the professional portion of their work; an unfavorable report is, however, made of the state of the Practising School. The Matriculation Examination was attended by 10 of the pupils,

Normal School of Vizagapatam.

Masters	5
Normal Students ..	32
Practising School ..	69

and the Teachers' Certificate Test by 15 candidates for a fourth, and 12 for a fifth grade certificate; of these youths six were successful at Matriculation, 7 obtained a fourth, and 12 a fifth grade certificate. These results are satisfactory. During the year 10 students passed out of the school and took up masterships carrying salaries of from Rupees 20 to Rupees 40 per mensem.

111. The Mangalore Normal School has hitherto not been successful as a training institution, although it has done very fair work, under its present head in passing pupils at examinations. The master has had his attention called to the fact that his duty is not to prepare youths for University Examinations, but to form a body of really efficient teachers. The numbers that passed the Matriculation, fourth grade, and fifth grade tests were last year seven, four, and one respectively, being in every case lower than those for 1871-72.

Normal School of Mangalore.

Masters	3
Normal Students ..	19
Practising School..	101

112. The plan which has been laid down for the Madras Normal School is to be followed at the newly-established Calicut Normal School, which has taken the place of the training department of the old Cannanore Normal School. The Inspector is making every effort to secure that the students shall receive a sound professional training. Of the 22 students, 13 are matriculated, four have passed the fourth and two the fifth grade; some are untrained schoolmasters sent in by the Calicut Local Fund Board.

Normal School of Calicut.

Masters	2
Normal Students ..	22
Practising School..	106

113. The amount of success obtained by the Vellore Normal School at the Teachers' Certificate Examination last year was not satisfactory. Of five pupils who tried for a fourth grade certificate, two were altogether rejected, and the other three were passed only for the fifth grade. Out of seven candidates for a fifth grade certificate, six were successful. At inspection, which took place shortly after the Certificate Examination, Mr. Fowler found that the school had somewhat deteriorated; he also had to report a grave irregularity on the part of the head master, which led to that teacher's resignation. During 1872-73, nine of the pupils were appointed to posts carrying salaries of from 5 to 15 rupees per mensem.

Normal School of Vellore.

Masters	6
Normal Students	21
Practising School	164

114. Last year nine students from the Trichinopoly Normal School took up appointments with salaries ranging from Rupees 7 to Rupees 20; of the above number only five were actually students at the time of their appointment, the others having left on completing their training and waited for a demand for their services. There are now 10 more who have left and are waiting for employment. At the Certificate Examination the school presented 10 candidates for

Normal School of Trichinopoly.

Masters	5
Normal Students.	27
Practising School.	189

the fourth and 16 for the fifth grade; of the former, four passed for the grade sought by them, and five were given certificates of the fifth grade only; all who underwent examination for a fifth grade certificate were successful. Notwithstanding the partial failure of some of the fourth grade candidates, the result must be regarded as creditable. The training of the students appears to have been conducted satisfactorily.

Normal Class of Nursapur.

115. The Government Normal Class at Nursapur Central School has had, as an experiment, a Local Fund Board Training School for Union Teachers placed in connexion with it. At the last Certificate Examination, one student passed for the fourth and five for the fifth grade. Mr. Bowers remarks that the chief drawback to the class is the time which often elapses before a normal pupil who has finished his training can be posted to a mastership. Inducements were offered to Pial Schoolmasters to join the Training School of the Local Fund Board, and some of the younger men came into attendance. The school opened in January last with 29 students, holding scholarships of Rupees 3 each.

Normal Class of Russelcondah.

116. The normal class at Russelcondah was reformed in January last, when certain youths, selected by the late Acting Inspector during his tour on the hills, were admitted. The introduction of hill students removes the defect noticed by Colonel Macdonald in the Report on Public Instruction for 1871-72. The new pupils are better prepared than the former batch, and the Inspector considers they are likely to secure certificates in 1874. An arrangement requires to be made to enable the Normal Students to practise teaching.

General remarks on Government Normal Schools.

117. The accompanying table gives a summary of the chief results for Government Normal Scholars during the past year:—

School.	First Arts.		Matriculation.		Fourth Grade.		Fifth Grade.		Appointments.		Normal Students on the 31st March.	
	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.
Madras	4	2	..	..	..	..	..	..	10	12	29	28
Vizagapatam	1	..	7	6	7	7	5	12	5	9	35	32
Mangalore	..	..	9	7	6	4	2	1	5	10	32	19
Calicut	..	..	2	..	11	7	7	5	9	5	20	22
Vellore	..	..	..	..	6	..	10	9	12	9	17	24
Trichinopoly	..	..	..	5	8	4	4	21	7	9	29	27
Nursapur	..	..	..	..	2	1	11	5	7	..	13	12
Russelcondah	..	..	..	..	..	..	7	2	..	1	8	8
Total...	5	2	18	18	40	23	46	55	55	55	183	172

118. The Government Female Normal School has now been at work for upwards of two years. In December last Mr. Fowler, with the assistance of his Deputy, examined the pupils very carefully, and sent in a full report upon the results of the examination. The Inspector's report will be found quoted in his annual report given in the Appendix. At the time of inspection there were 10 pupils, 5 Tamils and 5 Telugus; owing to a defect in the organization of the school, for which it was difficult to find a remedy, the Telugu pupils were under a disadvantage in having to learn Tamil in order to receive instruction in non-language subjects through the medium of that language. Generally the progress made proved that Miss Bain had done her utmost to bring the pupils forward; at the same time that progress was absolutely small in consequence of the inferiority of the material on which the Superintendent had to work, and the various other difficulties she had to encounter. The Inspector remarks as follows in paragraph 20 of his report on the school:—

Government Female Normal School.

"I have no doubt that the present Superintendent, with the assistance that she has or that is available, could conduct a Female Normal School with success, but there must be the material to work upon. A committee of native gentlemen has not been able to obtain that material in sufficient quantity, and I certainly cannot pretend to suggest a plan for doing so." Four of the pupils attended the Certificate Examination in August last, and one passed; the others, beside answering poorly in Geography, failed entirely in Arithmetic. For three months the Superintendent was on sick leave owing to severe and repeated attacks of dengue; during her absence Mrs. Kremmer, the wife of a German missionary, was placed in charge of the school. In an Order No. 96, of the 26th March last, passed upon a letter addressed by me to the Chief Secretary, and giving cover to papers showing the work of the school in 1872, Government remarked that the school "was still a doubtful experiment, notwithstanding the care and attention that have been bestowed upon it by Miss Bain." At the same time the Governor in Council considered that the progress made, though not marked, was hopeful.

119. It may be mentioned that Miss Carpenter, whose visit to Madras may be set down as the main cause of the establishment of the school, sent out in 1872 a number of little presents for girls' schools, among which the Female Normal School was one.

120. During the current official year I have felt it my duty to recommend Government to close the school; the matter is only briefly alluded to here, as it will be noticed at length in the report for 1873-74.

121. The accompanying table shows the chief points connected with the working of Private Normal Schools during the year under review:—

Private Normal Schools.

Institution.	Locality.	Pupils.		Masters.											
				Matriculation.				Fourth Grade.				Fifth Grade.			
				Examined.		Passed.		Examined.		Passed.		Examined.		Passed.	
		1871-72.	1872-73.	1871-72.	1872-73.	1871-72	1872-73	1871-72	1872-73.	1871-72.	1872-73.	1871-72.	1872-73		
Church Mission Society's English Institution	Palamcottah	163	187	10	9	4	5	10	13	3	4	19	17	22	19
Church Mission Society's Preparandi Institution	Do.	50	43	..	..	..	..	..	..	..	..	11	13	11	12
Society for the Propagation of the Gospel Seminary	Sawyerpuram	85	100	8	9	2	3	24	21	4	2	29	50	25	23
Christian Vernacular Education Society's Training Institution	Dindigul	30	34	..	..	..	..	..	..	..	..	11	13	10	9
Church Mission Society's Training Institution	Masulipatam	..	41	..	..	..	..	3	..	..	..	12	6	12	1
	Total	328	405	18	18	6	8	37	34	7	6	82	99	80	64

Institution.	Locality.	Pupils.		Mistresses.											
				First Grade.				Second Grade.				Third Grade.			
				Examined.		Passed.		Examined.		Passed.		Examined.		Passed.	
		1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73.	1871-72.	1872-73	1871-72	1872-73.	1871-72	1872-73.	1871-72.	1872-73.
Sarah Tucker's Training Institution	Palamcottah	89	85	..	..	..	..	..	..	..	..	20	19	14	15

The English Institution at Palamcottah, supported by the Church Missionary Society, has a training department attached to it. At inspection the results afforded by the senior classes were more or less satisfactory, except in Mathematics, in which they were exceptionally bad; in the lower classes Arithmetic, History, and Geography were unsatisfactory. The institution sent up nine candidates to the Matriculation Examination, of whom five were successful; out of 13 who went up for a fourth grade certificate four passed, and five others were allowed a certificate of the fifth grade; 17 were examined for a certificate of the fifth grade, and 13 were successful. These results may be regarded as very fair upon the whole, notwithstanding the failures among the fourth grade candidates. The Vernacular Training Institution of the same society at Palamcottah is reckoned a separate institution. When Mr. Kershaw examined the pupils, he found Arithmetic to be weak throughout the school, and the youths appeared to have been pushed on too fast. The school was very successful at the examination for teachers' certificates; 13 pupils offered themselves as candidates for a certificate of the fifth grade, and 12 passed. In the course of the year six students took up appointments. When the Gospel Society's Seminary at Sawyerpuram was examined, the results were creditable. The weakest points seemed to be Euclid and Arithmetic; but even in these subjects the Inspector considered the school to be "rather above the average of other schools." An extremely large number of pupils sought certificates; nine presented themselves at the Matriculation Examination, 21 came up for a certificate of the fourth, and 50 for one of the fifth grade; of the candidates, three passed at Matriculation, two secured certificates of the fourth, and 23 certificates of the fifth grade. Relatively to the number of examinees, the results are not satisfactory, though taken absolutely they are not much amiss; it seems clear that sufficient care was not exercised in selecting candidates to compete at the examinations. In the course of the year 15 pupils passed out and took up teacherships. Comparing the work of the two Church Missionary Institutions at Palamcottah and that of the Gospel Society's Seminary at Sawyerpuram, Mr. Kershaw points out that "the outturn of qualified teachers is greater, for the Government money spent on it in the single institution of the Gospel Society than in the two institutions of the Church Missionary Society, since, in the latter case, more than twice the money is received and only four more teachers are produced." As there were no materials for a normal class, the Church Mission Training School at Masulipatam was left in abeyance in 1872, the normal master being permitted, as a temporary arrangement, to lend assistance to the Noble Memorial School. The Practising School was inspected by Mr. Kershaw. The Inspector remarks that "copy-writing is more carefully and systematically taught in this school than in any other in the Northern Circars. The

copy books are models of neatness and cleanliness, and the hand-writing, both English and Telugu, is very good." The Training Institution at Dindigul of the Christian Vernacular Education Society is intended to turn out only elementary or fifth grade teachers, but a little English has been lately introduced into the curriculum. It will be seen that nine out of 13 candidates passed last year for the fifth grade; the Inspector reports that the whole of the 13 have been provided with appointments. The European Training Master, who has been for some years at the head of the institution, has gone home on leave; during his absence a temporary arrangement has been made for the superintendence of the school, but the Government Scholarships have been discontinued. Sarah Tucker's Training Institution sent up 19 girls for certificates of the third grade, and passed 15; in fact, taking merely the aggregate number of passed candidates without regard to grade, the institution contributed nearly one-third of the whole number of successful candidate school mistresses for the Presidency. The institution is doing good work; but it seems doubtful if employment can be provided for all the pupils as they pass out.

Examination for Teachers' Certificates.

122. An examination for Teachers' Certificates was held in August 1872 at 28 stations in the usual manner. The candidates numbered 1,384 males and 226 females, against 940 males and 118 females in 1871-72; 371 males and 47 females were successful, against 471 males and 78 females in the preceding year. In February 1873, 14 Ooriya candidates, one for the fourth and 13 for the fifth grade, were examined by the Inspector of Schools for the 1st Division; of these five passed for the fifth grade. The Inspector for the Presidency Division, who had the management of the general examination, in noticing the large number of failures among the fourth grade candidate masters, remarks as follows :—"It is evident that numbers must have presented themselves utterly unprepared." It seems advisable that a further step should be taken to restrict the number of candidate masters; perhaps the best plan would be to demand a fee in the case of all male candidates except those trained in approved Normal Schools. The particulars of the general examination for different localities are given in the following table. The 2nd Division still shows to great disadvantage as regards the number of passed candidates; it is noticeable also that 43 out of 47 successful female candidates belong to Madras and Tinnevelly :—

Districts to which Candidates belonged.	Candidate Masters.							
	Number that applied to be examined.				Number passed.			
	Fourth Grade.	Fifth Grade.	Method.	Total.	Fourth Grade.	Fifth Grade.	Method.	Total.
Ganjam	32	45	..	77	1	14	..	15
Vizagapatam	36	52	2	90	7	22	1	30
Godavery	55	183	..	238	4	42	..	46
Kistna	9	28	3	40	..	5	1	6
Kurnool	2	1	..	3	..	1	..	1
Bellary	1	10	..	11	..	1	..	1
Cuddapah	7	4	..	11	1	2	..	3
Nellore	6	14	..	20	..	6	..	6
Madras	31	78	4	113	..	10	..	10
South Arcot	15	39	..	54	..	8	..	8
North Arcot	17	20	..	37	1	11	..	12
Salem	11	24	3	38	..	3	..	3
Tanjore	67	89	3	159	6	24	..	30
Trichinopoly	31	32	..	63	5	29	..	34
Coimbatore	9	23	..	32	..	6	..	6
Madura	12	31	..	43	2	15	..	17
Tinnevelly	67	154	2	223	10	81	2	93
Malabar	35	78	..	113	9	33	..	42
South Canara	11	7	1	19	4	4	..	8
Total ..	454	912	18	1,384	50	317	4	371

	Candidates Mistresses.							
	Number that applied to be examined.				Number passed.			
	First Grade.	Second Grade.	Third Grade.	Total.	First Grade.	Second Grade.	Third Grade.	Total.
Vizagapatam	..	..	3	3	..	..	1	1
Godavery	2	..	..	2	1	..	..	1
Bellary	1	..	..	1	..	..	..	..
Nellore	1	..	2	3	..	..	..	..
Madras	9	30	109	148	2	3	22	27
Salem	..	1	2	3	..	..	1	1
Coimbatore	5	..	1	6	..	..	..	..
Madura	..	1	1	2	..	..	1	1
Tinnevelly	..	..	53	53	..	..	16	16
Malabar	1	..	4	5	..	..	..	..
Total ..	19	32	175	226	3	3	41	47

IX.—Other Schools.

School of Arts.

123. Towards the close of last official year Dr. Alexander Hunter, so long Superintendent of the School of Arts, resigned his appointment. In submitting his resignation to Government, I suggested that a gentleman specially trained in the Kensington School of Arts, and if possible with some Indian experience, should be secured as Dr. Hunter's successor. I also recommended that Government should appoint a committee of five or six

gentlemen, fairly acquainted with the different branches of art taught in the school, and who had taken an interest in its operations during past years, to examine into the general system of work in the institution, the beneficial effects which have resulted from its existence, and the changes which might be introduced into it with advantage. Government accepted Dr. Hunter's resignation, and in the Order of acceptance placed on record the high sense entertained by them "of Dr. Hunter's marked devotion to the work which he undertook when he organized the school in 1852, and which he has continued since then to superintend uninterruptedly at a very considerable pecuniary sacrifice." Government also appointed a committee to report upon the school in accordance with my recommendation; the Acting Superintendent, Major W. S. Hunt, undertook to officiate as Secretary to the Committee. Towards the close of the year an inter-provincial exhibition of the designs and works of art produced in Indian Art Schools was held at Calcutta with the object of giving an additional stimulus to artistic development. Dr. Hunter attended the exhibition with some of his teachers and pupils, and sent or took with him for view various articles, not only from the Madras School of Arts, but from other quarters.

X. Books.

Registration of Books.

124. The Registrar of Books, in his report upon the work of 1872-73, points out that about the middle of the year an Order of Government was issued cancelling the previous notification, under which mere reprints without alteration had been excluded from the operation of the Registration Act; the result of the change was a slight increase during the latter half of the year of publications presented for registration. The total number of books registered in 1872-73 was 387, against 366 in the previous year; the copyright was secured in the case of 92 of the works, while the corresponding number in 1871-72 was 82.

Classification of Books.

125. The following statement shows the classification of the works under the four heads prescribed by the Government of India; formerly there were but three heads, viz., books, pamphlets, and miscellaneous :—

Books	178
Pamphlets	145
Periodicals...	44
Miscellaneous	20
Total ...	387

Another sub-division is given beneath, where a comparison is instituted between the year under review and that immediately preceding.

	1871-72.	1872-73.
Original Works	120	187
Translations	37	35
Re-publications with or without Rules ...	209	165

Localities at which published.

126. The localities at which the registered works were published and the number published at each are shown below :—

Station.	English Books.	Vernacular Books, including all Works partly in Vernacular.	Total.
Madras	92	234	326
Vizagapatam	1	16	17
Masulipatam	...	4	4
Cocanada	3	2	5
Tinnevelly	...	2	2
Palamcottah	...	6	6
Tranquebar	...	7	7
Combaconum	...	5	5
Calicut	...	7	7
Cochin	...	8	8
Total...	96	291	387

Of the above places, Masulipatam, Cocanada, and Combaconum did not appear in the list for 1871-72; while Ramnad, Ootacamund, and Mangalore, which entered into that list, are not to be found above.

Languages in which published.

127. The subjoined table shows the distribution, according to language, of the publications of 1872-73, compared with those of 1871-72 :—

Language.	Number of Works.		Language.	Number of Works	
	1871-72.	1872-73.		1871-72.	1872-73.
English	57	96	Tamil	157	130
Do. and Tamil ..	6	1	Do. and English ..	2	2
Do. and Telugu ..	2	2	Do. in Telugu character ..	..	1
Sanskrit	20	35	Do. and Telugu ..	4	1
Do. and Telugu ..	28	6	Do. with Arabic ..	..	1
Do. and Prakrit ..	..	1	Do. with Telugu and English meaning..	..	2
French (Map)	..	1	Malayalum	17	14
Telugu	58	85	Do. and English ..	4	1
Do. and English ..	..	1	Persian	1	4
			Hindustani	3	3

Subjects of Works.

128. Lastly the publications may be classified under the fifteen heads prescribed by the Supreme Government :—

Subject.	English	Vernacular.	Total.	Remarks.
1. Biography	..	1	1	About 60 of the works are connected with education.
2. Drama..	..	7	7	
3 Fiction	1	11	12	
4. History	2	5	7	
5. Language	14	37	51	
6. Law	21	5	26	
7. Medicine	12	4	16	
8. Miscellaneous	22	21	43	
9. Poetry	2	36	38	
10. Politics	..	1	1	
11. Philosophy	1	7	8	
12. Religion	20	144	164	
13. Science (Mathematical and Mechanical)..	1	2	3	
14. Do. (Natural and others)	..	10	10	
15. Voyages and Travels..	..	..	..	
Total ..	96	291	387	

Printing Presses.

129. During the year 50 Printing Presses appear to have been at work; 35 of them under native management. The Registrar remarks that some of the Native Presses have surpassed the establishments under European and East Indian management in the quantity of work turned out; in this respect the Scottish Press, now under native management, stands first. The Kalaratnakaram Press is commended for the good quality of its Vernacular printing.

Book Department.

130. A detailed account of the operations of the Book Department in 1872-73 will be found in a report from the Curator of Government Books, which is given in the Appendix. Government have frequently expressed a desire that the department should be made self-supporting; in previous years only an approximation was made to such a state of things, but in the year under review the end was completely attained. This result is attributable to an expansion in the operations of the department, to increased economy in printing charges and the purchase of paper, and to the transfer to Local Fund Boards of the work of distributing the books required by them for the elementary schools under their control.

Printing.

131. The printing work included the bringing out of 261,723 copies, being reprints of 18 books, maps, and arithmetical tables, of which the aggregate depôt value was Rupees 32,580-10-0; of the publications one was English, eight were Tamil, seven Telegu, and two Canarese. The prime cost was Rupees 19,803-10-0, consequently the depôt prices secured a profit of about 65 per cent. In 1871-72 the work consisted of 93,350 copies of books, valued at 11,700 rupees.

132. The books and maps purchased in India and in England were 82,360 in number, of the aggregate depôt value of Rupees 33,564-4-10 ; the prime cost was Rupees 24,149-12-10, consequently the profit was about 39 per cent.

Purchases.

133. While in 1871-72 the sales amounted to 184,615 books, valued at Rupees 49,529-4-9, in 1872-73 they rose to 274,364 books, valued at Rupees 64,553-8-9. The increase in the number of books sold is more than 48 per cent., and that in the amount realized exceeds 30 per cent. The following table affords a comparison in detail for the two years :—

Sales.

Language.	1871-72.				1872-73.			
	Copies.	Value.			Copies.	Value.		
		Rs.	As.	P.		Rs.	As.	P.
English	42,955	25,590	11	3	52,930	30,597	4	11
Tamil	84,292	12,144	8	0	119,113	15,255	14	6
Telugu	45,828	8,391	0	6	76,929	13,097	5	9
Malayalum	4,212	1,360	8	6	11,926	2,745	8	0
Canarese	5,319	1,652	7	6	9,862	2,128	12	0
Hindustani	214	72	1	6	780	197	2	3
Persian	3	1	8	0	34	9	12	6
Sanskrit	48	94	4	0	51	66	12	0
Ooriya	1,741	220	3	6	2,739	442	1	2
Miscellaneous	..	2	0	0	..	12	15	8
Total ..	184,615	49,529	4	9	274,364	64,553	8	9

134. In paragraph 19 of the Curator's report is given a statement showing the sales of books to Local Fund Boards. It appears that the value of books thus sold was Rupees 12,461-6-9, and that the largest purchases were made at Nellore, Calicut, Mangalore, and Kurnool.

Sales to Local Fund Boards.

135. The total charges of the Book Department, including those provided for in the Budget, were Rs. 61,051-7-4, while the receipts amounted to Rupees 64,008-13-0; thus a balance of profit remained at the close of the year of Rupees 2,957-5-8. While the department is to be made self-supporting, its object is not to realize a profit, but to promote education by distributing school books; the profit must, therefore, be absorbed in improving the books published, and in lowering their prices. The total cost of the department may be divided under the following heads :—

Cost of Department.

Head.	Cost.		
	Rs.	As.	P.
Agency	18,306	8	2
Transmission, &c.	3,577	3	3
Books	38,867	11	11
Audit	300	0	0
Total ..	61,051	7	4

136. The vernacular maps of the several districts, which are required for elementary schools, have been for the most part completed and issued for sale. The maps of Coimbatore and Bellary are passing through the press ; when they have been issued, the only ones remaining will be those of Ganjam and Vizagapatam, the preparation of which has been attended with much difficulty, owing to want of information about the zemindary estates and unsurveyed tracts included in them.

Vernacular Maps.

137. Several complaints have been made about the working of the arrangements now in force for obtaining books through the Stores Department of the India Office, and it would appear that a disadvantage, not an advantage, has resulted from the introduction of the new system.

Supply of Books from England.

138. The work of the Book Department has been efficiently conducted throughout the year, but from the reports of the Inspectors it appears that the arrangements of many of the Local Fund Boards to secure the distribution of books among the elementary schools under their control are in great need of improvement.

139. The formation of a sound vernacular literature is a matter of much importance now that vigorous efforts are being made to diffuse elementary education. Such a literature must be mainly of natural growth if it is to have a hold upon the feelings of the people ; but its production may be accelerated by judicious encouragement. It must be owned that very little is being done in this Presidency in the way of forming a vernacular literature ; those natives who have received a fair education seem, as a general rule, to feel little interest in their own language. The Madras School Book and Vernacular Literature Society has for one of its objects the formation of a Vernacular Literature ; it receives an annual grant from Government of Rupees 2,000. Besides bringing out interesting little works from time to time, the Society publishes a monthly periodical in Tamil, bearing the title of "Janavinodinni," the price of which is 2 annas a copy. From the first issue of the periodical some three or four years ago up to the 31st December 1872, the total amount derived from its sale was Rupees 515-6-0, while the total expenditure in connexion with it was Rupees 4,273-7-0. It is clear that the Society must rest satisfied with very slow progress ; as has been remarked in a former report, there is little reason to expect that natives who are acquainted with English will seek in a vernacular publication the information which they can obtain more fully and more clearly in an English one, while for years to come the masses will adhere to their own indigenous literature, however imperfect and even objectionable it may be.

Formation of a Vernacular Literature.

140. In 1872 Mr. Burnell, of the Civil Service, whose repute as a Sanskrit scholar is widely spread, proposed to Government that assist-

ance should be given to authors in bringing out valuable works on Sanskrit and Indian philology. This proposal was referred to me, and I was desired to report upon it after communication with the Vernacular Literature Society. In reporting upon the subject, I submitted a letter from the Secretary to the Society, and supported the views put forward by that body as to the manner in which Government should aid authors. It was recommended that Government should set aside annually Rupees 3,000 for encouragement of Oriental Literature, and that requests for help on the part of authors should be referred through the Director of Public Instruction to the Society for inquiry and report. At the same time it was explained that the Society was strengthening itself by inviting gentlemen of oriental attainments to join it, either as ordinary or as corresponding members, in order that it might hold such a position as would justify Government and the public in regarding it as a suitable body to decide on the claims of authors. The order passed upon my letter intimated that Government could not sanction the proposed expenditure. It is to be hoped that some plan will be devised for aiding authors in bringing out literary works of real value, but of such a character as to be unremunerative. Unlike the case in the other Presidencies, there is no provision made in this Presidency for the encouragement of authors.

XI.—Finance.

School Fees.

141. The accompanying table gives the amounts realized in school fees for the last five years. The figures for Government Institutions mark an advance of nearly 65 per cent., due to two separate augmentations of rates; those for private institutions show a much greater increase, but implicit confidence cannot be placed in the amounts returned by the managers of Lower-Class Schools. The figures for Middle-Class Schools indicate that the sum obtained in fees is disproportionately small compared with the total cost of the institutions; this is undoubtedly the truth, although it is possible that in the case of such schools, as in that of schools of the Lower Class, the sums returned by managers may be incorrect. Under existing rules, the fees collected in Government schools are paid in full into the treasury, consequently the whole amount is a set-off against the expenditure incurred for such institutions:—

——	1868-69.			1869-70.			1870-71.			1871-72.			1872-73.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Government Institutions.	66,087	6	0	73,462	12	8	75,869	3	3	92,457	13	7	1,01,962	14	0
Private Institutions ..	1,56,893	12	9	2,45,116	0	3	2,51,568	8	8	2,90,563	11	7	4,36,954	11	8
Total ..	2,22,981	2	9	3,18,578	12	11	3,27,437	11	11	3,83,021	9	2	5,38,917	9	8

——	Total Cost.			Fees.		
	RS.	A.	P.	RS.	A.	P.
Private Colleges* ..	31,909	6	4	4,459	10	0
Higher-Class Schools..	3,12,884	7	5	1,04,898	0	9
Middle do. ..	4,08,141	7	5	78,985	1	2
Lower do. ..	4,81,746	15	8	2,26,310	3	10
Total ..	12,34,682	4	10	4,14,652	15	9

* Exclusive of the School Department.

Salary Grants.

142. A complete list of salary grants will be found in the Appendix; the following statement shows the distribution of such grants among the several Educational Divisions. It will be seen that the 3rd or Presidency Division carries off about 43 per cent. of the total sum expended in salary grants; almost the whole of the money goes to schools in or near the Town of Madras:—

Division.	Salary Grants drawn in 1871-72.			Salary Grants drawn in 1872-73.			Increase.			Decrease.		
	RS	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
First ..	29,038	4	7	31,398	12	4	2,360	7	9	..	..	..
Second ..	11,530	12	1	13,376	10	6	1,845	14	5	..	..	..
Third ..	1,00,046	9	11	1,00,907	12	1	861	2	2	..	..	..
Fourth ..	45,030	0	7	45,046	2	4	16	1	9	..	..	..
Fifth ..	27,144	0	2	28,921	0	3	1,777	0	1	..	..	..
Sixth ..	10,938	12	0	15,057	9	9	4,118	13	9	..	..	..
Total ..	2,23,728	7	4	2,34,707	15	3	10,979	7	11	..	..	..

Building Grants.

143. The subjoined statement gives the expenditure of public money on educational buildings during the past year:—

Expenditure from Department Public Works Budget.	Amount.			Expenditure from Educational Budget.	Amount.		
	RS.	A.	P.		RS.	A.	P.
a. Repairs	3,516	2	2	*d.* Repairs to Government Buildings ..	1,058	2	0
b. Minor Works up to Rupees 1,000 ..	..	..	..	*e.* Minor Government Buildings	..	..	..
c. Larger Works above Rupees 1,000 ..	31,995	8	4	*f.* Minor Grants-in-aid (Rupees 1,000 and under)	1,780	0	0
Supervision	10,064	14	10	*g* Larger Grants-in-aid (above Rs. 1,000).†	9,314	0	0
Total from Public Works Budget	45,576	9	4	Total from Educational Budget	12,152	2	0

†	RS.
New Town Poor School (Boys')	2,200
Do. do. (Girls')	1,364
Noble Memorial School, Masulipatam	3,000
Saint Joseph's College, Negapatam	2,750
Total ..	9,314

144. The accompanying table shows the growth of the Grant-in-aid System; the sums entered in the table do not include Building Grants. The grants noticed in the third column were made from Local and Municipal Funds; they have to be added to those in the second column, in order to arrive at the total aid given to schools:—

Growth of the Grant-in-aid System.

Year.	Payments by Government.	Grants sanctioned for Lower-Class Schools under the Results' System.
	Rs.	Rs.
1863-64	54,342	..
1864-65	89,802	..
1865-66	1,16,876	..
1866-67	1,21,271	..
1867-68	1,54,985	..
1868-69	2,41,549	..
1869-70	3,07,881	..
1870-71	3,35,394	..
1871-72	2,60,333	79,446
1872-73	2,59,483	1,18,664

145. The following statements show the expenditure from Imperial and other funds on Government and Private Colleges and Schools:—

Expenditure on Colleges and Schools.

I.—*Government Colleges and Schools.*

Description of Institution.	Number of Institutions.	Number on the Rolls during 1872-73 (monthly average).	Average Daily Attendance during 1872-73.	Total Expenditure. From Imperial Funds. Rs.	A.	P.	From Subscriptions, Donations, &c. Rs.	A.	P.
Colleges { General Education.	5	240	204	74,241	7	5	3,033	8	0
Colleges { Special do. ..	2	12	12	*a* 6,751	11	9	..		
Schools .. { Higher Class ..,	14	2,765	2,589	1,15,363	5	5	2,245	13	1
Schools .. { Middle do. ..	67	3,713	3,225	*b* 69,018	3	9	..		
Schools .. { Lower do. ..	21	820	616	5,812	1	7	184	6	6
Mixed Schools. { Higher do. ..	..	..	..	..	..	..	..	..	..
Mixed Schools. { Middle do. ..	1	26	22	564	0	0	..	..	..
Mixed Schools. { Lower do. ..	..	..	..	..	..	..	..	..	
Girls' Schools. { Higher do. ..	..	..	..	..	..	..	..	..	
Girls' Schools. { Middle do. ..	..	..	..	..	..	..	..	..	
Girls' Schools. { Lower do. ..	..	..	..	..	..	..	..	..	
Normal Schools	9	1,005	896	*c* 59,978	1	3	3,319	1	9
Other Schools for Special Education	4	263	251	*d* 97,955	1	3	6,268	9	1
Total ..	123	8,844	7,815	4,29,684	0	5	15,051	6	5
Add the amounts drawn by the Taluq Schools, Strimermatur and Nagore, closed during the year				639	5	6	..		
Total ..				*e* 4,30,323	5	11	15,051	6	5

a Inclusive of scholarships amounting to Rupees 1,260.

b The Actual Expenditure under this head was Rupees 68,958-11-2, the sum of Rupees 59-8-7 having been drawn in excess.

c Inclusive of scholarships amounting to Rupees 11,859-3-8.

d Do. do. do. do. 420.

e The fees collected and credited to Government amounted to Rupees 1,01,962-11-0, leaving the net expenditure to Government at Rupees 3,28,360-7-11.

II.—*Private Colleges and Schools.*

Description of Institution.	Number of Institutions.	Number on the Rolls during 1872-73 (monthly average).	Average Daily Attendance during 1872-73.	Total Expenditure. Grants-in-aid given by Government.			Total Expenditure. Expenditure from all Sources other than Grants-in-aid by Government.		
				Rs.	A.	P.	Rs.	A.	P.
Colleges { General Education..	6	151	134	10,142	3	4	21,767	3	0
Colleges { Special do. ..	..	..	..	..	..	..	..	..	..
Boys' Schools. { Higher Class* ..	38	8,445	7,247	1,12,116	11	4	2,00,767	12	1
Boys' Schools. { Middle do. ..	377	19,831	16,338	1,45,402	7	10	2,62,738	15	7
Boys' Schools. { Lower do. ..	5,686	120,687	105,226	294	12	11	4,81,452	2	9
Mixed Schools. { Higher do. ..	..	..	..	..	..	..	..	..	..
Mixed Schools. { Middle do. ..	17	861	707	4,238	13	6	12,987	15	3
Mixed Schools. { Lower do. ..	339	12,078	9,465	..	..	..	12,852	9	3
Girls' Schools. { Higher do. ..	1	96	78	1,247	0	0	7,258	0	4
Girls' Schools. { Middle do. ..	41	3,012	2,471	32,683	7	4	49,848	6	6
Girls' Schools. { Lower do. ..	144	5,886	4,483	797	2	7	34,351	15	8
Normal Schools	8	940	817	†11,937	14	6	30,693	12	0
Other Schools for Special Education	..	..	..	..	..	..	..	..	..
Total ..	6,657	171,987	146,966	3,18,860	9	4	11,14,718	12	5
Add the amounts of Grants-in-aid drawn by schools closed during the year				476	10	0			
				3,19,337	3	4			
Deduct amounts drawn from other than Educational Funds by the Lawrence Asylum, Ootacamund, and other charitable institutions				59,853	9	1			
Total ..				2,59,483	10	3	11,14,718	12	5

* The entire expenditure of the Gospel Society's High School, Trichinopoly, is given against this item, the cost of its College and School Departments was given in lump.

† Inclusive of scholarships amounting to Rupees 3,391-15-6.

Summary of Expenditure.

146. The following is a summary of the educational expenditure of Government during the year:—

Charges.	Expenditure during 1872-73. From Imperial Funds.			From Local Funds.‡		
	Rs.	A.	P	Rs.	A.	P.
Direction and its subsidiary charges	41,512	10	7	...	...	...
Inspection and its subsidiary charges ...	1,05,987	0	0	...	...	...
Instruction, including all educational expenditure not coming under the above heads...	7,39,078	12	11	72,780	1	9
Total ...	8,86,578	7	6	72,780	1	9

‡ This phrase is used in its old acceptation, and includes fees, interest on endowments, building fund, &c., and not contributions from Local Fund Boards.

Details of Expenditure. The details of the above expenditure are given below under their appropriate heads :

		1871-72.						1872-73.					
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
From Imperial Revenue.	Charges in connexion with the Office of the Director of Public Instruction ..	..	..	..	40,875	9	0	..	..	..	41,512	10	7
	Do. do. with the Inspecting Agency	..	..	..	90,677	8	6	..	..	..	1,05,987	0	0
	GOVERNMENT COLLEGES AND SCHOOLS.												
	Colleges .. General	66,608	15	8				69,551	7	5			
	Colleges .. Professional	6,227	0	0				5,251	11	9			
	Schools .. General	1,80,492	10	3				1,91,397	0	3			
	Schools .. Professional	1,57,961	9	9				1,46,073	14	10			
	.. ..				4,11,290	3	8				4,12,274	2	3
	GOVERNMENT SCHOLARSHIPS.												
	Colleges .. General	6,692	0	0				4,690	0	0			
	Colleges .. Professional	1,260	0	0				1,500	0	0			
	Schools .. General	..	..	..				..	..	..			
	Schools .. Special	13,454	0	2				11,859	3	8			
	.. ..				21,406	0	2				18,049	3	8
	GRANTS-IN-AID FROM IMPERIAL REVENUE.												
	Salary and other Grants	2,23,728	7	4				2,34,818	1	3			
	Results' Grants	23,930	6	9				21,273	9	6			
	Scholarships	2,674	8	0				3,391	15	6			
	.. ..				2,50,333	6	1				2,59,483	10	3
	Grant to the Madras School Book Society	..	..	..	2,000	0	0	..	..	..	2,000	0	0
	Book Depôts	..	..	..	8,378	5	2	..	..	..	7,870	12	9
	University of Madras	..	..	..	36,702	6	1	..	..	..	39,401	0	0
From Educational Building Fund.	GOVERNMENT SCHOOL BUILDINGS.												
	New works, inclusive of supervision	32,914	4	3				42,060	7	2			
	Repairs do. do.	5,786	4	11				4,574	4	2			
	.. ..				38,700	9	2				46,634	11	4
	Building Grants to Private Schools	..	..	..	19,733	2	9	..	..	..	11,094	0	0

Charges in Government Colleges and Schools borne by School Fees ..	..	..	..	..	15,570	11	0	..	..	..	..	..	..
Do. do. do. borne by Endowments, Subscriptions, and other sources	..	..	..	..	9,018	0	6	..	..	..	15,051	6	5
DEDUCT— Total ..					9,44,685	14	1	..	..	..	9,59,358	9	3
University Fees, &c., paid to the credit of Government	22,398	0	0					22,768	0	0			
School fees do. do.	92,317	8	9					1,01,962	14	0			
					1,14,715	8	9				1,24,730	14	0
Grand Total ..	..	..	..	..	8,29,970	5	4	..	..	..	8,34,627	11	3
Contributions due from Local Boards for Inspecting Agency	..	..	..	..	32,720	0	0	..	..	..	52,148	0	0
Do. do. do. for Normal Schools	..	..	..	..	5,494	0	0	..	..	..	5,494	0	0

The allowances to Curators and cost of establishment are shown as a charge, but the operations of the Book Department resulted in a profit of Rs. 2,957-5-8 after covering the charge above specified.

I have the honor to be,

Sir,

Your most obedient servant,

E. B. POWELL,

Director of Public Instruction.

APPENDIX A.

No. I.

From W. A. PORTER, ESQ., M.A., Acting Principal of the Presidency College, to E. B. POWELL, ESQ., M.A., C.S.I., Director of Public Instruction, dated Presidency College, Madras, 9th April 1873, No. 48.

SIR,

I HAVE the honor to submit my report on the progress of the Presidency College for the official year 1872-73.

2. There have been several changes in the staff of the College during the year. On Mr. Thompson's departure for England on the 29th of April last, I assumed charge of the Principalship, and my first duty was to consider the means of supplying the place of Mr. Ranganadham Mudaliar, the Assistant Professor, who left the College on the 1st of May to take charge of the Provincial School, Bellary. His duties were divided between Mr. Jagga Rau and Mr. Nagoji Rau, two of the Assistant Masters in the Junior Department, and the vacancy thus caused was filled by Ratnavelu Chetti, a Graduate of last year, and on his resigning his post, by Chellayya Pillai, a B A. of the present year. Mr. A. L. Venkatarama Aiyar having resigned his post as Third Master in the Junior Department on the 4th of November, his place was filled by Mr. James Small, who was transferred from the Madrissa-i-Azam, and who took charge of his duties here on the 8th of November. I am happy to add that Dr. Oppert, the new Sanskrit Professor, arrived from England in the course of the year, and entered on his duties on the 14th of November 1872.

3. The strength of the Senior Department is nearly the same as last year. The numbers are 115, against 116 of last year. These are distributed as follows :—

Numerical Strength of the College.

I.	II.	III.	IV.
41	42	12	20

The least satisfactory feature in this table is the smallness of the third or Preparatory B.A. Class, which will make a very small fourth class in the following year. It is due partly to the comparatively small numbers that passed the First Arts Examination in December last; but, as nearly half of those who passed from this College discontinued their studies at this stage, I think other causes are at work, among which may be mentioned the addition of a year to the length of the course, and a growing feeling that a degree does not now lead to fortune so certainly as was once supposed. I think it probable that the decrease in the strength of the College noticed by Mr. Thompson in his last report will continue for some time to come. I have to observe also, with reference to the lowest College Class, that, as in last year, it is recruited mainly from the Matriculation Classes of the Junior Department of the College. Out of 41 students, 28 came from our own classes, 8

from the Mofussil, and 5 from the schools of the Presidency town. The numbers of the Junior Department are 166, against 136 of last year. The increase is in the two divisions of the lower class, and is due entirely to the abolition of certain classes in the Madrissa-i-Azam and in the Anglo-Vernacular School at Mylapore, and the transference of the pupils to the Presidency College. Forty-eight Mussulman students joined the Junior Department, of whom 14 were placed in the Matriculation Class, and 34 in the class below. The improvement in the lower class is, I fear, only in numbers. In point of quality it is far from satisfactory; and, in fact, since the 31st of March, to which the numbers above given refer, several boys have been dismissed from the lowest class on the ground of unfitness.

Success in University Examinations.

4. The results in the Matriculation Examination were creditable, though not brilliant. Of 51 who appeared from this College, 35 were successful, 6 in the first class. Of these, 23 came from Division A, taught by A. Ramachandra Aiyar, and 12 from Division B., the charge of which is divided between Messrs Jagga Rau and Nagoji Rau. The results of the First Arts Examination were not so satisfactory. Of 32 candidates from this College, 16 passed, 2 in the first class. I regret to state that the failure in the B.A Examination was very marked, less than one-third of the candidates proving successful. Of 28 candidates who appeared from this College, only 8 passed, of whom 3 were in the second class. A few words are necessary in explanation of this disaster. The students that matriculated in December 1868 proceeded, in ordinary course, to their B.A. degree last year, and those that matriculated in the following year cannot, owing to the increased length of the course, present themselves for the Degree Examination till 1874. Hence the recent B.A. Class was composed of students who, from various accidents and mischances, were unable to proceed to their degree at the usual time. A large number too, who had failed in the examination of the previous year, joined the class as late as April of last year, and had the advantage of little more than six months' study; but after making all allowances for the miscellaneous composition of the class, the result is far from satisfactory.

Results of College Examination.

5. In the Annual College Examination I received the assistance of the Rev. Messrs. Hudson, Cooper, Miller, Stevenson, Captain Hallet, Messrs. Thom, Bradshaw, Gopala Rau, Sinclair, Marsh, Ranganadham, Ross, Flanagan, Sundara Rau, Seshayya, Venkatarama Aiyar, and Srinivassa Aiyar, and my best thanks are due to these gentlemen for their kind services. In this examination the answering of the highest class was decidedly poor in Mathematics, but in the other subjects was fair; and the results on the whole were much more satisfactory than in the Degree Examination. Sixteen students obtained the Proficient's degree, of whom Chellayya and Seshadri were in the second class, and the rest in the third. The third class has scarcely maintained the high reputation it gained in the First Arts Examination. I. Sarabhalingum, however, deserves especial mention as having shown marked ability in Natural Philosophy, while his answering was good in the other subjects. Next to him comes Sheppard, who is first in English. There was no examination for the second class, as the University

Examination was close at hand. The answering of the first class was better than I anticipated from their work during the year T Subba Rau, who heads the list, deserves especial mention for his mathematical ability and general proficiency.

Junior Department.

6. The examination of the Junior Department was conducted, as usual, by the Professors and Masters. Of the Matriculation Classes, the advantage was considerably in favor of Division A, as it was also in the University Examination. This class also was decidedly superior to the other in regularity of attendance throughout the year. I think the divided responsibility for Division B is a disadvantage to the class. In the lower classes the average answering was only moderate, and a considerable number failed to get promotion.

Vernacular Department.

7. I am much indebted to the gentlemen who kindly conducted the Vernacular Examination in December—Messrs. Damoderam Pillai and Velu Pillai in Tamil, S. Rangayya Chetti in Telugu, and A. Ramachandra Aiyar in Translation in both Tamil and Telugu. In Tamil the report is very favorable, and so it is in Telugu as far as regards questions from the text-books; but in general questions on the language and literature, the examiner reports that the answering was poor.

Pacheappah's Studentships.

8. No Pacheappah's Scholarships were held by the highest class of last year, and there are at present no vacancies to be filled up. The scholars remain the same as last year, and are as follows:—

Fourth Class, Senior...	P. Vedantachari.	
	C. M. Narasimhachari.	
Third do. ...	C. Vijayaragavachari.	
	C. Maniyappan.	
Second do. ...	C. Subramaniya Aiyar.	
	P. Theyagarayan.	

Government and other Scholars.

9. There was no Government Scholar in the class that appeared for the recent B A. Examination. The Cullen Scholar failed to pass that examination. No new Cullen Scholar has yet been appointed. All the holders of scholarships, Government and otherwise, received promotion at the end of the year. The Denison Scholarship, lately held at the Madrissa, has been transferred to the Presidency College, and is now held by Syed Hussain in the Matriculation Class.

Library Books.

10. The Library has been used to the following extent during the past year.—

Literature.	Science.	History.
970	123	82

This shows a slight advance on former years. The usual addition has been made to the Library, and this was the first occasion on which the books were obtained directly from the Secretary of State. I cannot say that the change is satisfactory to us. The books were not bound or stamped. Several of them are second hand, and a few are in paper covers. The prize books, which were procured for us through the same agency, are inferior in number and value to those formerly obtained for the same money.

11. In the Appendix will be found a tabular statement of the marks obtained in the annual examination; a list of students to whom I propose to give certificates and prizes at the next Anniversary; a statement showing the various districts to which the students belong; and another showing the fluctuations of the classes in the Senior Department during the official year.

Appendices to Report.

12. I have much pleasure in acknowledging the very cordial assistance I have received during the year from all the Professors and Masters of the College.

APPENDIX A.

No. II.

From T. GOPALA ROW, B.A, Acting Principal, Provincial College, Combaconum, to E. B. POWELL, ESQ., M.A., C.S.I., Director of Public Instruction, Madras, dated Provincial College, Combaconum, 29th May 1873, No. 77.

SIR,

I HAVE the honor to submit my report on the progress of this College for the official year 1872-73.

2. The following changes took place in the College staff during the year. At the end of April 1872 Mr. Porter was transferred to the Presidency College, and I assumed charge of this institution early in May. The place of First Assistant, which had been allowed to remain vacant, owing to there being only three classes in the Senior Department, was filled up on the formation of a B.A. Class in January last. Mr. S. Sasha Aiyar was appointed to act as First Assistant, and his place as Third Assistant was supplied by Mr. V. Srinivassa Aiyar, B.A. In the Junior Department, N. Vaithianatha Aiyar, B.A., was appointed to a division of the fifth class in the room of C. Appiah Shastri, who had been promoted to a Deputy Inspectorship of Schools.

3. The Senior Department has now its full complement of classes. The numbers on the 31st March last were 102, distributed as shown in the margin, against 98 at the same date last year. The increase, it will be noticed, is not so large as might have been expected from the addition of a class. This is due to the small number that passed the F.A. Examination in December last. In the Junior Department the numbers are 279, against 301 of last year, the falling off being due to a smaller number of candidates having been found fit for admission.

Classes.	No.
IV. (B.A.)	16
III. (Preparatory B.A)	12
II. (F.A.)	32
I. (Preparatory F.A.)	42
Total ..	102

4. I regret to state that the effect of the increased fees, noticed by Mr. Porter, on the attendance in the F.A. and Matriculation Classes, continues. It was sought to meet the evil by a fine on re-admissions, but this could not affect students who had no intention of prosecuting their studies beyond the particular examinations for which they were preparing; and the amount of the fine (a month's fee) was too small to have much effect in any case. A student who left in October and returned in February could save three months' fee—no small matter to many. The consequence was that the numbers in the F.A. Class fell from 39 in September to 10 in December, and in the Matriculation Class from 71 in the former month to 14 in the latter.

5. As there was no B A. Class till January last, I have only to report the results of the lower University Examinations. In the F.A. Examination the College, I regret to state, had poor success. Of 39 students that appeared from the institution, only 17 passed, and only one in the first class, the only

redeeming feature being that this one headed the list. The disaster is perhaps in some measure explained by Mr. Porter's report on the Preparatory F.A. Class of the previous year, whose average performance in the annual examination is stated to have been "poor both in English and Mathematics." (report for 1871-72, para 6.) The Matriculation results were more favorable. Of 73 students that went in to the examination, 41 were successful. Fourteen were in the first class, 3 of them heading the list, and 7 of these secured Government Scholarships Besides these, four students, who had left the institution before they had completed the Matriculation course, likewise passed. The proportion of unsuccessful candidates is, however, too large, the failures being as usual mostly in Tamil. Of the 73 candidates from this institution, 23 failed in Tamil alone, and only 6 in any other subject. It will thus be seen that the result, notwithstanding the numerous failures, is highly creditable to the English Masters of the Matriculation Classes—R. Srinivassa Aiyengar and N. Ragoonatha Charri. I may add that no small share of the credit belongs to the masters of the lower classes.

6 The annual examination was confined to the classes not tested by the University Examinations. It was entirely conducted, in the Senior Department, by gentlemen not connected with the College. I am deeply indebted to Messrs. Porter, Evans, Duncan, Barrow, Marsh, P. Runganatha Mudaliar, D. Sashaiyengar, C. Nagoji Rau, Srinivassa Raghavacharriar, V. Srinivassa Aiyar, N. Survothama Rau, S. Rama Aiyer, Srinivassa Raghava Aiyengar, K. Ramanujam Aiyengar, and Shadagopacharriar for their kindness in examining the third and first classes, and I beg to take this opportunity of returning them my best thanks. The third class acquitted itself fairly on the whole. The least satisfactory subjects were History and Statics. In English the marks obtained were generally fair; but Mr. Barrow, who examined in Poetry, reported very unfavorably on the *style* of answering and the writing of the students. The results in other subjects were decent. The first class did creditably in all subjects, except Mathematics. The average marks in the latter subject were poor; but it is right to observe that the papers set were unusually severe.

7. The examination of the Junior Department was conducted by the staff of the College, assisted by Messrs. K. Reghunatha Row, S. A. Saminatha Aiyar, and R. Narasimha Aiyar, gentlemen not connected with the institution, to whom I desire to express my best thanks for their kind services. The results were generally satisfactory, and every class furnished a fair proportion of students fit for promotion.

8. The Muppanar Medal will not be given this year, as there was no graduate from this institution. The Beauchamp Medal falls to C R. Pattabiraman, the first in the F.A. Examination, who is also entitled to one of Sir T. Madhava Row's prizes. The other prize belongs to T. V. Viswanathan, who stands first in Matriculation.

9 I have great pleasure in stating that I have received the most cordial assistance during the year from all the Assistant Masters of the College.

APPENDIX A.

No. III.

ANNUAL REPORT OF THE MADRAS MEDICAL COLLEGE.

Session 1871-72.

The Madras Medical College Session 1871-72 terminated on the 29th June.

2. The following changes in the staff of the College have taken place during the Session :—

Dr. Baillie, Acting Professor of Materia Medica, having retired from the Service, Surgeon-Major G. W. Walter was appointed to the Acting Professorship, and assumed charge of the duties on the 29th February 1872. Dr. Harris, Professor of Midwifery, proceeded to Europe on furlough on sick certificate, for 21 months, on the 1st of April 1872, and Surgeon R. W. Cockerill was nominated to officiate as Professor of Midwifery from that date.

The Professorships of Hygiene and Comparative Anatomy are still vacant, but Dr. King delivered a course of lectures on Hygiene, and Dr. Keess on Comparative Anatomy during the Session.

3. In obedience to the Order of Government, No. 300, dated 17th October 1866, a table is subjoined, showing the subjects of each course of lectures, the number of times each class met, the number of lectures and of examinations, and the proportion of the latter to the former.

Session.	Subject of each Course.	Number of Meetings.	Number of Lectures.	Number of Examinations.	Proportion of Examinations to Total Number of Meetings.
Winter ...	Medicine	112	77	35	1 in 3¼
	Surgery	109	79	30	1 in 3¼
	Ophthalmology	40	28	12	1 in 3⅓
	Midwifery	92	62	30	1 in 3
	Chemistry	113	69	41	1 in 2¾
	Anatomy	114	74	40	1 in 3
	Physiology	80	53	27	1 in 3
	Materia Medica	113	67	46	1 in 2½
	Pathology	67	45	22	1 in 3
	Medical Jurisprudence ...	61	41	20	1 in 3
Summer.	Hygiene	45	30	15	1 in 3
	Comparative Anatomy ...	52	34	18	1 in 3
	Diseases of Women and Children	39	26	13	1 in 3
	Minor Surgery	51	30	21	1 in 2½
	Organic Chemistry ...	29	19	10	1 in 3

4. Extracts from Annual Reports.—The Acting Professor of Physiology remarks :—" I ventured to suggest in my last annual report that ' no one required the assistance of a Prosector more than the Lecturer on Physiology, and that the student set apart for that office ought to be excused some lectures that he might afford the assistance expected of him.' The Principal very properly objected to a student being excused lectures, for ' to excuse Prosectors from lectures upon other subjects which they are studying would be to place them at a disadvantage with their class-mates.' The objection is a good one as regards the student (Prosector), but it leaves the question as regards the Professor exactly where it was." Mr. Furnell must have overlooked the sentences which immediately precede the one he has quoted from my last report, viz :—" The duties which have hitherto been required of a Prosector are * * * * and to learn from the Professor the subject of the next lecture and what preparations will be required. The latter information is communicated to the Assistant, who prepares such specimens as the Professor may need." At the commencement of the Session I warned the Assistant to procure and prepare all needed specimens. This duty could not be entrusted to any student without materially interfering with his College work. The Professor of Surgery in his report on Operative and Minor Surgery observes :—" I cannot help being impressed this Session, and especially during the Summer Session just closed, that the students of the Medical College have now too much money at their disposal. They certainly study less and devote less thought and time to their professional education than formerly. I have had to reprimand and find fault more frequently this Session than in any Session I have been connected with the College, and yet many of these students have received a higher preliminary education than formerly existed. All their thoughts, however, when out of College, and I fear often when in it, were devoted to cricket and other amusements. I am no enemy to a reasonable amount of amusement that is both right and necessary, but this year amusement of different kinds has absorbed more than its wonted or proper share. That means beyond the student's absolute requirements has had a considerable share in producing this effect I entertain no doubt, from many little circumstances that one observes from month to month, but of which I need only place on record a single instance, viz , a proposal by the third year's students about to leave College to give a ball, which they anticipated would cost them 350 rupees. This at least shows that there is more money among them than is necessary, and the Government could never have anticipated, when allowing them the high stipend they now draw, that part of it was to be spent in this way."

To a certain extent I agree with these remarks of Dr. Paul, for in my report on the class in Medicine, dated April 1st, I observe with reference to the third year class :—" This class will appear before the Final Examination Committee, and I fear that some may be unsuccessful—there has been no marked industry during the Session," and as regards the second year's students, " the conduct of this class has not been uniformly good, and a great deal too much of their time and attention has been occupied with cricket and football." I do not think that the stipends they receive are

excessive, though they are certainly liberal. I believe the fault lies in the fact that the young men are suddenly placed in command of means which they do not properly know how to use. Beyond the moderately priced text-books which they are required to possess, few, if any, of them think of purchasing standard medical works which might be of inestimable benefit to them in their studies.

In fact, they appear to have no idea of obtaining any more knowledge than is comprised in the lectures they attend and the clinical instruction imparted to them. Their liberal stipends render them independent of home assistance (though I make no doubt many of them are housed, if not fed, by their parents), and they thus become impatient of home control and apt to spend more than they can actually afford to do in amusements of various kinds. Dr. Paul is not quite accurate about the proposed ball. It was a joint proposal of the third and second years' students to commemorate the completion of the College career of those who passed the Final Examination. Its cost was estimated at Rupees 500, of which the lads subscribed Rs. 350, and innocently and modestly requested the Professors to make up the deficiency—a fact, which I think, shows the *bonâ fide* character of the proposal.

As yet we have not sufficient experience of the complete working of the department under the re-organization, for the class now leaving College was entertained previous to the publication of the re-organization scheme.

5. CONSTITUTION OF THE DEPARTMENTS—

A.—*Senior Department.*

At the commencement of the Session the Senior Department consisted of one Private Student in his fifth year of study, of one Government and one Lane Scholar and three Private Students in their fourth year of study, of one Government Scholar in his third year of study, and of two Government Scholars in their second year of study—total, four Government and one Lane Scholar, and four Private Students. Of the Senior Department Students, Messrs. Pedroza and Macdonald went up for the Preliminary Scientific Examination of the University in July 1871; the former failed, and the latter passed successfully.

Messrs. Nailer, Barren, Lancaster, and Warder passed with credit the first M.B. and C.M. Examination.

In July next Mr. O'Hara will go up for the first M.B. and C.M. Examination, as also Mr. Wilkins, who failed to appear last year in consequence of illness.

Mr. Pedroza, who failed to pass the Preliminary Scientific Examination last year, will present himself for it this year; and Mr. John, the Travancore Sircar Student, will go up for the second M.B. and C M. Examination.

As regards this department the results of the class examinations held at the end of both Winter and Summer Sessions are quite satisfactory. All the students of the Senior Department are well-conducted, intelligent,

industrious, and persevering young men. Mr. M. John will, I make no doubt, secure his M.B. and C.M. degree with credit, and prove to the Government of Travancore that their confidence was not misplaced when he was selected to join the Senior Department of the Medical College.

B.—*Second Department.*

At the commencement of the Session the Second Department consisted of 22 Hospital Apprentices in their third year of study, 22 Hospital Apprentices and 1 Singapore Student in their second year of study, and 10 Hospital Apprentices in their first year of study, with 1 Singapore Student remanded last year to repeat his first year's study.

Senior Class, Second Department.—These 22 students have just appeared before the Final Examination Committee for admission to the Apothecary grade. Fifteen passed, and, as anticipated by several of the Professors, seven failed. It is worthy of note that in the tabular class reports every one of the students who failed has been reported as "deficient" or "specially deficient" in some, and some of them in all of the subjects of study. Notwithstanding the earnest and friendly warnings given to them, they have not devoted that time and attention to their studies which are essential to success, and it may be asserted of those who failed that during the Session just closed they have made absolutely no progress. Attached to this class was Hospital Assistant P. Abboye studying for Sub-Assistant Surgeon. I regret to say that, as he proceeded to the higher branches of the profession, he failed to make the progress which marked his first year of extended study. His complete failure in Operative Surgery and in Midwifery prevented the Final Examination Committee from recommending him for promotion to the grade to which he aspired.

Second Class, Second Department.—The class examinations held at the close of the Session by Committees of Professors give the following results :—

In Anatomy the percentage of good marks is		...	... 85
Physiology	do.	...	... 60
Surgery	do.	...	... 66
Medicine	do.	...	... 63
Minor Surgery	do.	...	... 58
Practical Pharmacy	do.	...	... 91

These marks are creditable. This class comprises some lads of very good abilities, industrious, and painstaking, whilst a few of the students are but indifferent in both intelligence and application. Their clinical work has been very fairly performed. A. Leicester, Singapore Student attached to this class, has made very respectable progress, and I recommend that he be permitted to proceed to the senior class next Session, and that he have the benefit of the increase of stipend.

Junior Class, Second Department.—The class examinations of the 10 Military Students and 1 Singapore Student composing this class give the following results :—

In Anatomy the percentage of good marks is		...	... 100
Chemistry	do.	...	... 82
Materia Medica	do.	...	... 90
Practical Chemistry	do.	...	... 90
Do. Pharmacy	do.	...	... 90

This is a very considerable improvement on the marks of the corresponding class of last year. The 10 Military Students comprised in this class were entertained, and have been entirely educated under the new regimé. The class is a very good one, and the conduct of its members has been excellent. W. R. Angus, Singapore Student, remanded to this class after one year's defective study, has been industrious, and is favorably reported on. I recommend his passing on to the second year's subjects, and that he be permitted to receive the increased stipend to which his well-doing entitles him.

C.—*Junior Department.*

On the 2nd October the Junior Department consisted of 12 first-class students and 4 Vizianagrum Students in their second year of study, and 26 second-class students, 2 Mysore Students, and 2 Private Students in their first year of study.

Senior Class, Junior Department.—The 12 first-class Medical Pupils appeared before the Final Examination Committee, and 11 of them passed as Hospital Assistants, one, T. F. Luke, failing to satisfy the Committee as to his qualifications. The four students supported by His Highness the Maharajah of Vizianagrum also appeared before the Final Committee, and they will this day receive certificates of qualification as Hospital Assistants. The preliminary education of these four lads was defective, and, notwithstanding they have had an extra year in College, from having been remanded in their first year, their acquirements are but of a mediocre order. The conduct of the class has been good.

Junior Class, Junior Department.—The 26 second-class students and the two Mysore Students composing this class are well-conducted lads, varying a good deal as to their industry and acquirements, as is naturally to be expected where so large a number is concerned. Two of the students of the class, having been reported as "deficient" in three out of the five subjects of study, have been recommended to be discharged the service as unlikely to qualify for the grade of Hospital Assistant. I much regret to say that one of the Government Students, N. Ramasawmy Naidoo, No. 1,016, was accidentally killed during the cyclone of the 2nd May. He had gone to the contagious diseases' shed for the purpose of visiting a patient, when a sudden gust blew the shed down and a heavy falling beam crushed the poor fellow's head between it and the floor.

The following are the results of the Professors' annual examinations of this class:—

In Anatomy the percentage of good marks is		...	... 77
Physiology	do.	...	... 70
Materia Medica	do.	...	... 100
Practical Pharmacy	do.	...	... 81
Minor Surgery	do.	...	... 88

The senior class, besides attending the Professors' lectures and examinations, met for instruction in Medicine under Mr. Karney on 92 days, of which 33 were devoted to examinations; and in Surgery, under Mr. Hollingsworth, 99 times, including 33 examinations. Mr. Hollingsworth also instructed them in Minor Surgery during the Summer Session, the number of meetings being 21; this class also met for instruction in Hygiene, under Mr. Karney, 40 times, including 15 examinations; in Midwifery, under Mr. Hollingsworth, 95 times, including 31 examinations.

The junior class was instructed in Physiology by Mr. Wilkins, the number of meetings being 40, and of examinations 17; in Anatomy by Mr. Karney, the meetings being 78, and the examinations 45; in Minor Surgery also by Mr. Karney, the meetings being 20; and in Materia Medica by Mr. Cunnoosawmy Pillay, the number of times the class met being 113, including 38 examinations. The last-named teacher also instructed the class twice a week during the Summer Session in Practical Pharmacy.

The following students of the Junior Department, having been found incompetent, are recommended for removal from the service :—

A. Govindoorajooloo Naidoo, No. 1,013.
N. Dorasawmy Moodelly, No. 994.

GENERAL.

6. MEDALS.—The Johnstone gold medal has been awarded to Hospital Apprentice F. A. Wynne, a student who has distinguished himself throughout his career by standing far ahead of his fellows. In his first year he obtained three prizes, in his second year three prizes, and this day he will receive six prizes, having surpassed students of the Senior Department, and obtained first prize in four out of six subjects of study. The Government gold medal has not been awarded this year, as no student of the Junior Department has sufficiently distinguished himself to be worthy of the distinction.

7. LIBRARY.—107 volumes have been added to the library during the past Session. It now contains 4,572 volumes.

8. MUSEUM.—During the year the Museum has been enriched by the addition of a portion of the skeleton of a large whale, some of the bones of which were observed lying upon the beach at Negapatam by Professor Furnell, F.R.C.S.; and upon his suggestion a requisition was made to Government, who ordered the transfer of the remains to the College. Other specimens illustrative of Comparative Anatomy were also added, besides 91 morbid and physiological preparations.

9. ASSISTANTS.—The College Assistants have, during the Session, labored most zealously and efficiently in the performance of their several duties.

Mr. Wilkins, as Senior Assistant, has conducted his duties to my entire satisfaction. Mr. Hamilton, who succeeded Mr. Harvey as Assistant in the Chemical Department, is reported by the Professor of Chemistry as "in every way qualified for the appointment in which he is now acting," and his assistance is spoken of as most valuable. Mr. Hollingsworth, a former prizeman and medalist of the College, succeeded Mr. Hamilton as Assistant in Materia Medica. His duties are varied, and he is reported as having rendered

valuable assistance. Having personally attended some of his tutorial demonstrations I gladly testify to his thorough qualification as a teacher.

The Clerk, whose duties have been very considerably augmented by the greatly increased number of documents which have been required to be prepared since the re-organization of the Subordinate Medical Department, has been most attentive and zealous in the performance of his work, and I think that an addition to his stipend has been most fairly earned.

10. SICKNESS.—Excepting the accident, before alluded to, there has been no casualty, neither has there been any case of serious illness among the students during the past year.

11. In conclusion I have to offer my best thanks to my brother Professors for the hearty support they have afforded me during the past Session, and I have also to express my obligations to them and to the College Assistants for the able manner in which their several duties have been conducted.

W. N. CHIPPERFIELD,
Acting Principal.

MADRAS MEDICAL COLLEGE,
4th July 1872.

APPENDIX A.

No. IV.

ANNUAL REPORT OF THE CIVIL ENGINEERING COLLEGE,

FOR THE YEAR 1872-73.

The Session of 1872-73, which now terminates, commenced on the 1st of August last. There were then upon our rolls 141 students classified as follows :—

First Department	6
Second Department, First Class	25
Do. Second Class	56
Drawing Class	27
Survey Class	27
Total ...	141

In the First Department one pupil joined in January ; in the second class, Second Department, three joined during the Session ; in the Drawing Class six joined during the Session, and two were transferred to it from the second class, and one from the Surveying Class.

In the Surveying Class one was transferred from the second class, and two from the Drawing Class.

In the first class one Civil Student withdrew, and one Military Student was remanded at his own request.

In the second class six students did not join, and were struck off ; four were dismissed for non-payment of fees ; two (who were holders of scholarships) were dismissed for absence without leave ; one was dismissed for cheating at the half-yearly examination ; two were transferred to the Drawing Class, and one to the Survey Class ; one Military Student was remanded at his own request.

In the Drawing Class five joined, and were struck off ; two were transferred to the Survey Class ; three were dismissed for incapacity ; three left of their own accord, and one obtained employment.

In the Survey Class two did not join ; one was transferred to the Drawing Class, and four withdrew during the Session.

Accordingly our numbers now are—

First Department	7
Second Department, First Class	23
Do. do.	12
Drawing Class	22
Survey Class	23
Total ...	117

Changes in the Establishment.

During the past Session there have taken place very considerable changes in the establishment of masters.

Mr. Schowry, the Head Drawing and Surveying Master, being at the head of the Sub-Conductors on the Public Works List, applied for the vacancy existing among the Conductors; and being informed that, according to the rules of the service, he must join the Public Works Department, he at once agreed to do so, and made all the necessary arrangements which were, however, only just completed, when he found that the vacancy had been filled up by the introduction into the department of a Conductor from a separate list; but, having made all his preparations for his new career, he resolved to join the department.

Mr. Schowry had been in the College for upwards of eight years, and, both for his character and abilities, was universally respected.

The loss of Mr. Schowry's services would have been severally felt, had the College not possessed in Mr. Milne, the Second Drawing and Surveying Master, an instructor fully qualified to succeed him. Mr. Milne was accordingly promoted to First Drawing and Surveying Master.

Mr. McAleese, previously the Master of the Special Drawing Class, was promoted to Second Drawing and Surveying Master, *vice* Mr. Milne; but Mr. McAleese being at the time on sick leave in England, the charge of the class remained with Mr. Milne for a short time in addition to the duties of his new appointment; but, it being found impossible for him to conduct both duties, the class was placed under Serjeant Stewart, the Senior Pupil, until the return of Mr. McAleese in the beginning of March last.

Mr. McAleese's place was filled by Mr. Hyde, an old College pupil of high character and attainments, who resigned the Department of Public Works a short time previous to the occurrence of the vacancy.

Mr. Hyde also succeeded Mr. Milne in charge of the Photographic Class, Mr. Milne having resigned that appointment on promotion.

Mr. Evans, the Second Mathematical Master, having resigned his appointment, was succeeded by Mr. Cames, the Master of the Special Survey Class. Mr. Cames' successor has not yet been appointed. I have applied to the Secretary to Government in the Public Works Department upon the subject, but I am afraid that the salary, which is only Rupees 100 per mensem, will have to be raised, in order to secure the services of an efficient master; in the meanwhile, the duty of instructing the Survey Class is divided between Mr. Cames and Mr. Hyde.

Another very considerable change in the establishment has occurred in the immediate charge of the Military Students being given to the Senior Military Master, and the abolition altogether of the post of Serjeant-Major. I had found that the discipline under the Serjeant-Major was exceedingly unsatisfactory, and that the post must be filled by one whose higher rank and positions would give a better guarantee for the efficient discharge of the responsible duties attached to it.

Mr. Sub-Conductor Milne was accordingly appointed Superintendent of Military Students. This change has worked remarkably well, and has not

only completely answered the end in view, but I have every reason to believe is satisfactory to the students themselves.

Major Edgcome having obtained a Professorship at Cooper's Hill College, the Government were good enough to confirm me in the office of Principal from the date of the expiration of Major Edgcome's furlough at the end of last month.

First Department.

There was no annual examination last Christmas for conferring Assistant Engineers' certificate, in consequence of there being no candidates who had finished the College course. At the present time we have in the first division five students, and only two in the second division. This small number is owing to the uncertainty which still exists as to the obtainment of employment in the grade for which the students have qualified.

The Madras Government, however, have now guaranteed one appointment annually to the most deserving student of the B C.E. degree, and it is not impossible that, if the students prove themselves really efficient Executive Officers, this number may be increased. There has also been considerable doubt in the minds of the candidates as to the effect of the establishment of the Cooper's Hill College on their prospects of employment, but I am happy to say that Sir W. Mair, in his address to the students of the Roorkee College in November 1872, has completely dispelled all doubt on the subject. The Lieutenant-Governor stated, " It is with sincere satisfaction that I am able to announce to you, and, through you, to those without who are interested in the Thomason College, that the institution at Cooper's Hill will, in no degree, affect the relation of Government with this College, nor the employment which has hitherto been guaranteed to its more successful students. Between the two seminaries there will be no opposition or antagonism. The requirements of this great country are ample for both. I am sure that you will all, with me, be thankful to the Governor-General in Council for the justice which has thus been rendered to the Roorkee College."

Thus we have one appointment guaranteed annually under the Madras Government. There can be little doubt, moreover, that the native governments in this Presidency will afford employment to many. We have already one student in the receipt of scholarship from His Highness the Rajah of Cochin, and I am happy to state that another Native Prince has in contemplation the foundation of scholarships in both departments of this college. As soon as experience has shown that successful students may be assured of employment as engineers, there will be no lack of well-qualified candidates to fill the classes

The first division of this department are very satisfactory students. Their average marks at the last examination was 66 per cent. in Mathematics, 50 per cent. in Engineering, 72 in Surveying, and 60 in Drawing and Estimating. N. Ruthnasabapathy Pillay deserves especial notice for his excellence in Mathematics. The only point in which I have to find fault is their drawing, in which, I regret to say, they are far inferior to the Second Department; and, unless a marked improvement is shown in this branch of

their studies, they will fail in obtaining their certificates at the end of the year. The second division comprises two students of fair promise.

Scholarships.

In former years there were 30 scholarships of Rupees 10 per mensem for European Soldiers studying at the College, and tenable for two years; but the Public Works Commission, in their report of the 5th April 1870, having recommended that, in future, the number of European Overseers should be reduced, and that no European should be employed under the rank of Supervisor, while the number of Native Overseers was to be increased, and Lord Napier, in a Minute upon the report of the Commissioners, having recommended the restriction of the European Military Scholarships to 10, and the distribution of the remainder among Native and East Indian civilians and Madras Sappers, a Committee was appointed by the Government for the purpose of carrying out these views. This Committee submitted a scheme, according to which 10 of the scholarships should be held by European Soldiers, 10 by Madras Sappers, and the remainder by East Indians and Natives. At the same time the Committee recommended that the old qualification for Sub-Overseers should be abolished, and that the students of the Overseer Class should qualify either for Supervisor or Taluq Overseer grade, the qualification for the former grade being 60 per cent. of full marks on the whole and 35 on each subject, and for the latter 40 and 25 per cent., respectively.

The Government, in their Order No. 1,237 of 14th May 1872, sanctioned the carrying of this scheme into effect, but specially stated that they would not guarantee the immediate employment of all who passed for a higher grade than that of Overseer. An alteration has also been found necessary in the course of study to be followed by the European Military Students, in consequence of the very limited amount of Vernacular knowledge hitherto acquired by them during their two years' course of study at the College. Accordingly an arrangement was made shortly after the close of last Session, by which all Military Students, after passing the College Entrance Examination, should study Tamil or Telugu for one year at Bangalore, during which time they would do duty with that arm of the service to which they belong, and their entrance into the College was to be made contingent upon their passing a successful examination in the language they had studied.

Military Scholarships.

The additional year of study at Bangalore rendered it necessary to issue notices for application for entrance as soon as the new arrangement had been definitely settled. This was accordingly done in November last, but only two applications were received. Both the candidates passed the Entrance Examination; of these, one joined the Master's Class at Bangalore, but in a few months relinquished his studies and rejoined his battery. The other candidate, owing to his regiment being in Burmah, has not yet joined the class. At the following Entrance Examination held during the current month there were only seven applicants—four from the Royal Engineers at Bangalore, two from

the 18th Hussars, and one from the 16th Lancers. Of these, three passed the Entrance Examination.

The cause of the application for admittance being now so much less numerous than in former years is principally, without doubt, the new Enlistment Act reducing the period of service with the colors to six years, so that the men now look forward to a speedy return to their home and friends, and but few care to pursue a career entailing prolonged residence in this country. There still, however, must be among them a much larger number than now come forward who would be willing to join the Department Public Works, if they were fully acquainted with the fine prospect that department holds out to Europeans, even of moderate abilities, who can be thoroughly depended upon for honesty, industry, and sobriety. To assure themselves of this fact, they have only to look at the list of the Public Works Establishment, where they will see the names of many who, like themselves, were once private soldiers, and entered the department as Overseers, and who are now in high positions in the department, and some of them holding the rank of Commissioned Officers. I have little doubt that, in future, as soon as means have been adopted to make more widely known the advantages offered by the department to British Soldiers, there will be no difficulty in procuring the requisite number of duly qualified candidates to take up the scholarships.

Sappers' Scholarships.

No Sapper has applied for a scholarship at either of the annual examinations which have taken place since they were founded. The reason of this is probably twofold: first, the prospects held out in the regiment to men of good character and attainments are too good to allow them to exchange them for anything the Department Public Works can offer; secondly, the qualifications necessary for a good Sapper are now very much of the same character as those required in the Public Works, that it would be impossible for the Commanding Officer to part with promising men without doing serious injury to the efficiency of his corps. Regarding the matter from this point of view, the foundation of these scholarships does not appear perhaps altogether judicious, for it is certainly rather an anamolous arrangement to have men carefully trained up from boyhood in the Sapper Schools, and, as soon as they are fitted in every way to make admirable soldiers who will reflect credit on the regiments, to remove them to a Civil Department. Such a course must be to the last degree discouraging to the Commanding Officer, and at all who took an interest in the regiment. Taking into consideration all the circumstances, I would strongly recommend that these scholarships, instead of lying useless as they now are, be transferred to the Surveying and Drawing Class, the members of which are really those who most of all require them, for in these classes alone are found pupils who withdrew from the College, because they are too poor to pay the monthly fee and to provide themselves with instruments.

Civil Scholarships.

Of the newly founded 10 Civil Scholarships, five were awarded to the most deserving of the Civil Students of the second year, and the remaining five for

first year students were competed for at an examination held on the 5th August, at which 30 candidates attended, of whom six were Matriculated Students of the University. Of the five who received scholarships, two were, shortly after joining the College, deprived of them for absence without leave, and one was dismissed for not standing sufficiently high in the class to entitle him to promotion to the first class. At the second Competitive Examination held in the present month there were 29 candidates, of whom 16 were Matriculated Students of the Madras University. Two candidates were dismissed from this examination for producing certificates purporting to be from their last school, but which were not so.

Results of Examination of First Class, Second Department.

Mathematics.

The average mark obtained is 33 per cent, which may be regarded as pretty fair, although the number of failures in particular subjects is unusually great.

In *Arithmetic* the average was 37 per cent., and the Examiner reports that the class did very well indeed.

In *Euclid* the average was 37 per cent., but the Examiner reports that, with the exception of Serjeant Stewart, the result was not altogether satisfactory.

In *Mensuration* the Examiner considers the result fair, the average mark being 31 per cent., and less than one-third, the students failing to get the minimum of 25 per cent.

In *Trigonometry* the Examiner speaks very highly of Sérjeant Stewart's and Abdool Lateef's papers, and makes favorable mention of Hines, Mooroogasa Pillay, and Narasima Charry.

In Algebra and Statics, which were College papers, the average was 47 and 27 per cent., respectively, Serjeant Stewart, as usual, heading the list with 98 and 76 per cent. in all subjects. In Civil Engineering the average mark was 31 per cent.

In Building Materials and Construction the average was 31, and in Roads, Bridges, and Irrigation Works 29 per cent.

The Examiner reports that only Serjeant Stewart's papers were really good, a few others fair, and the rest indifferent.

At the same time he made allowance for the length of the papers and the difficulty of acquiring a competent knowledge of these subjects without practical experience in them.

The average marks in Hydraulics was 35 per cent., and the Examiner's report is a very favorable one. Mr. Hanna writes, that he cannot eulogize too highly Serjeant Stewart's paper. Venkatasawmy Naidu, Abdool Lateef, and Ramasawmy Naidu were also specially mentioned.

In Surveying and Levelling the average mark was 53 per cent., which, with mark given for work during Session, is raised to 58 per cent. The results of the examination in Chain and Compass Surveying are considered by the Examiner very creditable, and he specially mentions Serjeant Stewart, Punchapagesa Iyer, and Abdool Lateef. The average mark in this subject was 69 per cent., which is exceedingly high.

The examination on the Theodolite and Sextant did not display quite such good results, but still the Examiner considered them fair. The average mark was 43 per cent. The questions on the Sextant were better answered than those on the Theodolite.

The Examiner in Traverse Surveying reported very favorably on the class, of whom more than two-thirds obtained half marks. The average was 52 per cent.

The results of the examination in Languages, in which the European Military Students have hitherto generally failed, are far more satisfactory this year, the average mark gained by them being 44 per cent., against 27 per cent. last year, which shows considerable improvement. The Examiner considers the results very good, the average mark of the whole class being 63 per cent.

In Drawing from Specification the Examiner reports that there is a marked improvement, and that the drawings were highly creditable. The only drawback to this flattering report is that the drawings show signs of the pupils having consulted together; but, as the Examiner remarks, this is perhaps inevitable where the examination occupies two days. I do not myself think that this mutual assistance has benefited any but a few towards the bottom of the class, and that it has probably not affected the relative positions of the competing students.

The average mark gained is 75 per cent., a mark so high that it will be scarcely possible to improve upon it. Mr. Chisholm suggests that it would be advantageous for those who show first rate ability as draughtsman to carry their studies further than the requirements of the Public Works Department. I should be very willing to carry out this suggestion, but unfortunately the great variety of subjects the students have to acquire in the short space of two years, and the fact that scarcely any of the pupils know anything whatever of drawing before they enter the College, render this course impracticable.

On the whole, then, the results of the examination show that the class generally have a somewhat moderate knowledge of Mathematics and the theory of Civil Engineering, and a very good knowledge of Surveying, Levelling, Drawing, and Estimating, and that the European Military Students have improved in their vernacular studies. The superiority of the proficiency in the practical over the theoretical branch of study is owing to a larger proportion of time being now devoted to the former than to the latter. However good an Overseer may be at theory, he is perfectly useless, unless he is a good Draughtsman and an accurate Surveyor; hence it is indispensably necessary to secure the latter qualification even at the sacrifice to some extent of the other branch of study: however, the theoretical knowledge that the successful students have obtained is as much as they will require in the practice of their profession.

Of the 23 students in the class, 22 appeared for examination; of these, one has passed for the grade of Supervisor, ten have passed for the grade of Taluq Overseer, one, who failed altogether in Mathematics, but displayed high proficiency in Drawing, has received a first-class Draughtsman's certificate. Serjeant Lyons, who was absent sick, would have attained a high place at the examination had he been able to attend. A Taluq Overseer's certificate has been awarded

to him as an exceptional case on his College marks. Ten students have altogether failed to obtain any certificate; of these, four have been permitted to continue in the first class and to appear at the next annual examination. The 11 students now qualified as subordinates in the Public Works Department have been selected out of a class, which, when it first assembled two years ago, numbered 43 pupils, the remainder having been at various times transferred to the Drawing and Surveying Class, or removed altogether from the College as incapable of deriving sufficient advantage from their studies, while a few of them withdrew of their own accord. Therefore, less than one-fourth of the number of students who have studied for certificate have been successful in obtaining them. This is a larger proportion of failures than usual, but it is in a great measure due to no certificates being granted this year for the lower grade of Sub-Overseer, which has been altogether abolished.

Color Serjeant Stewart, of the 1st Battalion 21st Regiment, stands at the head of the class with 2,323 out of 2,750 marks, the highest marks ever yet obtained in the College. He gains the first prize in every subject without exception, viz., Mathematics, Engineering, Surveying, Drawing, and Telugu. He also wins the Royal Engineers' prize for the most distinguished student, and the prize for the monthly College Examinations.

He obtained a certificate of qualification for the grade of Supervisor, the first time that it has been granted since its introduction. Serjeant Stewart's character is as high as his abilities are; and, if he displays in the Department Public Works the same qualities that he has shown in the College, there can be no doubt of the success of his career.

Abdool Lateef takes the second place, and gains the second prize in Mathematics, Engineering, and Surveying. He is a boy of exceedingly good abilities and great powers of application, the only thing against him is his extreme youth; but I have no doubt that, in time, he will make an excellent Overseer.

Vencatasawmy Naidu, who stands third on the list, deserves honorable mention.

The fourth, R. Enwright, who wins the second prize in Drawing, has gained a reputation for ability with marked steadiness and industry, which I hope he will maintain in the department. The fifth and sixth, Narasimma Charry and Mahomed Azeemodeen, are also deserving of mention.

Driver R.A. Bragg, Royal Artillery, stands seventh, and gains the third prize in Drawing and Estimating, very narrowly missing the second prize. It is impossible for me to speak too highly of the unwearied perseverance and steady industry displayed by this student in his two years' course of study. I have but little doubt that these valuable qualities will gain him success in the Public Works, and I am sure that none deserve it better.

Color Serjeant T. Lyons, 89th Regiment, has obtained the prize for Photography.

Results of the Annual Examination of Second Class, Second Department.

The second class, or first year students of the Overseer's Department, comprises 42 students. Their average mark on all subjects was 45 per cent. at

the annual examination held during this month. Only 28, however, of these students have been promoted to the first class. The average mark of these is 54 per cent, so that we may look forward to having a very satisfactory class next term.

Vijiaragavooloo and Rajoo Moodelly stand close together at the head of the class, the latter gaining the second prize in Surveying.

Corporal Chapman would, however, have been easily at the head of the class, had he not been under the severe disadvantage which every European Student labors under, in having to compete with the natives in knowledge of the vernaculars. He was also very unfortunate in the examination paper on this subject, which had been accidentally made considerably beyond the first year's course, for he has displayed marked assiduity and ability in studying Telugu, in which his progress has been as great as could be possibly expected. He gains the first prize in Drawing.

Mahomed Jaffer Hossain, the holder of a scholarship, who stands fourth on the list, is also deserving of especial mention.

Corporal Tydeman stands seventh, and gains the first prize in Tamil and second in Mathematics.

Serjeant Turner, who stands eighth in the class, and gains the first prize in Surveying, would have stood higher, had he also not been unfortunate in his Tamil Examination.

The first prize in Mathematics is awarded to A. Theyagaraja Iyer, the holder of a scholarship; the second prize in Drawing to V. Coopoosawmy Iyengar; the second prize in Tamil to Corporal Healey.

Of the 14 students who have lost their promotion to the first class, six are permitted to join the Surveying and Drawing Classes, one is allowed to continue in the second class next year, and seven are ordered to withdraw from the College.

In the Surveying Class.

There are six students of the second year. The average mark was 54 per cent., so that, on the whole, the proficiency of the class is satisfactory, but there are no students of sufficiently high qualifications to obtain certificates higher than the third class. Five of the class obtained these certificates, and one only has failed.

The first prize is gained by H. Montgomorey, and the second by C. Vencatasen.

The first year class comprises 17 students. Their average mark is 44 per cent. The first three, M. Poonoosawmy, C. Lawrence, and T. A. Arputhum, are promising students, having obtained respectively 67, 65, and 62 per cent. of full marks.

Drawing Class.

There are eight students in the first division. The average mark was 62 per cent., which is exceedingly satisfactory, but it is to be regretted that no students reached the standard required for first-class Draughtsman's certificate. Four of the class have obtained second class, and four third class certificates.

None have failed. The first prize is awarded to Sashacharry, and the second to T. Soobramania Pillay.

In the second division there are 14 students, of whom, however, only 12 appeared at the annual examination.

The average marks gained was 48 per cent, giving promise of a satisfactory class for the ensuing year.

The Photographic Class.

This class is limited to six students. Serjeant Lyons, to whom the prize is awarded, has produced some exceedingly good pictures, and the other students are quite sufficiently acquainted with the art to produce correct representations of works completed and in progress, such as are occasionally required in the Department Public Works. Mr. Hyde, the Master of the class, has produced photographs of building, which are really of a superior charactor, and might well take their place with the works of professional photographers.

Having now completed the report upon the different classes, and the results of their work during the year, it only remains for me to acknowledge the valuable services rendered by the Masters in their various departments, and to thank them for the willing and cheerful assistance they have rendered me on every occasion.

APPENDIX A.

No. V.

From H. BOWERS, Esq., Inspector of Schools, 1st Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Waltair, 14th May 1873, No. 326.

SIR,

I have the honor to submit my annual report on the state and progress of education in the 1st or North Telugu Division for the year 1872-73.

2. At the close of the year there were in the whole division 1,125 schools with 27,844 scholars under inspection, showing an increase on the previous year of 417 schools and 8,517 scholars. The subjoined table gives the number of schools of all kinds with the attendance in each :—

Kind of Schools.		Number.	Pupils.
State Schools	Provincial	1	219
	Zillah...	1	157
	Normal	3	52
	Anglo-Vernacular	3	174
	Taluq (including a Mahomedan School)	12	417
	Hill Schools	16	749
Private and Local Fund Board Institutions ...	Grant-in-aid	55	3,052
	Samasthanam	9	348
	Union and Municipal Schools ...	182	4,321
	Result Schools	826	17,194
	Girls' Schools	15	952
	Normal Schools	2	209
	Total ...	1,125	27,844

In the next statement these schools are tabulated according to their distribution in the four districts composing the Northern Division.

Districts.	On 31st March 1872.			On 31st March 1873.		
	State Schools.	Other Schools.	Pupils.	State Schools.	Other Schools.	Pupils.
Ganjam	23	159	4,089	23	221	5,400
Vizagapatam	8	147	4,478	8	175	5,312
Godavery	4	280	7,799	5	307	8,473
Kistna	1	86	2,966	1	385	8,659
Total ...	36	672	19,327	37	1,088	27,844

The results of former censuses not being very trustworthy, and those of the last not being yet available, I will not attempt to estimate the percentage of the population of each district attending school.

4. The additional Government School shown in the foregoing table is the recently opened Mahomedan School at Rajahmundry. Other changes will be noticed in reviewing the schools of each district separately. The most important feature is the large increase in the number of private schools of the lower class brought under the supervision of the Educational Officers of Government.

Ganjam District.

5. The schools in Ganjam, classified according to the standard of instruction, stand this year, as compared with the last, as follows :—

Years.	Higher Class.	Pupils.	Middle Class.	Pupils.	Lower Class.	Pupils.	Total Schools	Total Pupils.
1871-72 ...	1	159	19	639	162	3,291	182	4,089
1872-73 ...	1	157	21	697	222	4,546	244	5,400

There has thus been an increase of 62 schools and 1,311 pupils during the past official year; but this increase is entirely owing to the development of the payment-for-results system, and shows itself more in the villages than in the towns. Classifying these schools again according to the chief source of their support, we have—

Kind of Schools.	1871-72.		1872-73.	
	Schools.	Pupils.	Schools	Pupils.
Government	7	355	7	355
Grant-in-aid	8	186	8	208
Payment for results	128	2,179	155	3,167
Inspected, but unaided as yet	23	519	57	850
Total ...	166	3,239	227	4,580

6. Ganjam has only one school of the higher class, the Government Zillah School at Berhampore. This school has, within the past year, made a satisfactory advance, and has taken up a position which it never previously held. Mr. Ager, the Head Master, returned from leave to Europe in the close of 1871, and gave himself to his duties with praiseworthy assiduity. The result was that at the University Examination of 1872 three out of four students who presented themselves for the Matriculation Examination succeeded in passing. When I examined the school last February, I found not only a sixth class formed, containing 14 scholars, which had not been in existence before, but a fifth class, double the strength that it was the year before, and both of the divisions of the fourth stronger also. In fact, the increase in the total number of pupils, amounting to 30, was almost entirely in the higher classes, a good sign of progress. If the suggestion recently made by Government, that Berhampore should again be one of the examination centres for the University Examinations, be adopted, there is reason to hope that the effect

will be beneficial to the Zillah School and to the progress of higher education in the district

7. There is also a point to be noticed in connexion with the furtherance of education among the Uriyas of Berhampore, which may be recorded as another sign of progress in this school. In the early part of 1871 you approved of my suggestion to try again the experiment of forming a Uriya Division in the school, when 12 Uriya boys joined, were constituted a division of the second class, and placed under a separate Uriya Master Their number has slightly increased since, and, at my examination, I found the class consisting of 18 boys, who had made sufficient progress to be raised to be a division of the third class. There were applicants enough for admission to form a new second class, but, as it was impossible to arrange for the instruction of another class with the present teaching staff, I was obliged to postpone the admission of these new boys until I could obtain sanction for the engagement of an additional master. In the meantime the Order of Government, No. 83, dated March 14th, arrived, giving the authority I required; and in consequence there is now a Uriya Division of the second class of 18 boys, and also a Uriya first class of 15 boys. I need scarcely say that the cause of this influx of Uriyas is the permission granted by Government to admit them at half the fees charged to Hindus. I am not called upon to offer my opinion on the policy of charging these low fees to Uriyas and to Mahomedans, but I may be permitted to remark that if the opposite policy of raising the fees had not been pursued in the case of Hindu scholars, we should not have to record so large a falling off in the attendance at our Higher and Middle Class Schools.

8. The Middle-Class Schools of the Ganjam District may be thus classified :—

Kind of Schools.	Number in 1871-72.	Number of Scholars in 1871-72.	Number in 1872-73.	Number of Scholars in 1872-73.
Government Schools	5	188	5	127
Schools aided by grants from Government	4	140	3	124
Zemindary Schools	4	130	4	125
Aided on Results' System ...	6	181	9	258
Total ...	19	639	21	634

The schools at Sompeta and Calingapatam, having been ranked as Lower-Class Schools, have ceased to receive aid from Provincial Funds, and disappear from the list of Middle-Class Schools. The same step will be taken this year with the Town School at Berhampore and the small school at Jalmur. The withdrawal of aid from the petty, ill-managed Anglo-Vernacular Schools that keep up a struggling hand-to-mouth existence in the small rural towns is a measure I do not at all regret, or think prejudicial to the interests of sound education. And this remark may be understood as applicable not to the district of Ganjam only, but to the other districts as well. These schools are generally attended by a very small number of boys, often by the boys of the four

or five leading families of the place, who want to get an English education at the least possible cost and trouble to themselves; the English taught in them is of a very indifferent quality, while other progress is sacrificed; they are kept in any sort of shed or hovel; they are ill-supplied, or not at all supplied sometimes, with maps, black-boards, or other school furniture; the masters are perpetually complaining that their pay is in arrears; and altogether these petty Grant-in-aid Schools are blots on our educational system which require to be wiped out. Every year adds strength to my conviction that what the time now requires is not the extension of the area of English education, rather the contraction of it, and the consolidation and improving of what exists. Anglo-Vernacular Schools should not be dragged down to the level of the indigenous village institution called a school. When they exist they should be, to say the least, decently housed, and in their arrangements, appliances, and management should serve as examples of what good schools ought to be. Five or six schools of this class in the chief towns of a district would be quite sufficient to supply the real wants of the district in respect of Middle-Class education, and if attended by its 100 or more scholars, as each probably would be if English education could be obtained only at such centres, would be able to exert something like a beneficial educational influence. Whereas now, by bestowing an educational driblet in this village and another in that, we starve our central schools, waste our money, and confer very little benefit.

9. Just to apply these remarks to the Ganjam District, commencing at the extreme south of the district, we have an Anglo-Vernacular School at Chicacole; as we proceed northwards we have a Taluq School at Teckali, Raghunatpore, a Zemindary School at Parla Kimidy, another at Manthasa, another at Chikati, with the Taluq School of Itchapore not many miles removed, the Zillah School at Berhampore, a first-class Anglo-Vernacular School at Chetterpore, a Taluq School at Purushottapore, and another at Russelkonda. I hold that this is ample provision for the wants of Ganjam for some time to come in the matter of English education so far as the *number* of schools is concerned: the chief desideratum is the improving of the schools that exist up to the proper standard. There is scarcely a village which has not a fairly conducted English school within about 20 miles; and, if it be desirable for the son of a village magnate to have an English education, it will be far better for him to go to a good school at a few miles distance, be subjected to proper school discipline, and learn English correctly, than be able to get a cheap adulteration of it in one of the cowsheds of his native hamlet. What is wanted for the villages is a system of good Vernacular Schools educating up to the fourth standard of the results system, exclusive of English; and the organization of these in the most efficient manner now demands the attention of the Educational Officers and the Local Fund Boards in each district. The chief points to be settled are the most suitable localities for these schools, and the mode in which the funds that will be available for elementary education can be most effectively administered in promoting this object. I am myself strongly in favor of the results system as one of the best ways of advancing primary education. It supplies a constant stimulus to the energies of the master, who

is apt to take matters easily when he has a fixed salary. Still in many places it may be advisable to establish a Local Fund School with a paid teacher or teachers; but in that case fees ought to be insisted on. These, however, are matters of detail which I only hint at, and will not discuss further here.

10. The following table shows the strength of the several classes in the Middle-Class Schools now under review :—

Schools.	Classes.						Total.	
	6th	5th	4th	3rd	2nd	1st	1872-73.	1871-72.
Onslow Institution	10	12	10	15	14	12	73	84
Russelkonda Taluq School ...	...	...	7	8	13	11	39	43
Purushottapore do. do. ...	...	...	...	5	4	13	22	26
Itchapore do. do. ...	...	...	7	8	10	...	25	21
Raghunatpore do. do. ...	..	..	8	6	7	12	33	29
Chicacole Anglo-Ver. do. ...	...	...	14	33	24	...	71	69
Parla Kimidy Zemindary do. ...	...	...	...	10	12	11	33	53
Manthasa do. do. ...	...	...	5	7	4	17	33	29
Chikati do. do. ...	...	...	3	5	12	22	42	23
Srikurmam do. do. ...	...	...	...	3	7	7	17	25
Berhampore Town School ...	...	...	...	16	11	12	39	29
Jalmur School	...	...	...	...	7	5	12	15
Results' Schools (9)	...	...	...	...	...	...	258	...

The only Middle-Class School educating up to the standard of the fifth class is the Onslow Institution at Chetterpore, and there are seven which reach the standard of the fourth class. Some of these classes, however, are very weak, and the numbers on the roll show a still further decline from those of last year, though the decrease is not by any means so great as in the previous year 1870-71, when the raising of the fees took place. I am inclined to think that the lowest point has been reached, and that if any further change take place it will be in an upward direction. It is to be remembered that the highest rate of fee sanctioned has not been levied in the Ganjam District, and that Government have recently sanctioned a reduced scale of fees in the case of Uriya boys. There is no doubt that this measure will be followed temporarily by an accession of boys of this class, but whether that genuine demand for education which we desire to see developed will be created by an almost gratuitous distribution of its advantages seems open to question. At any rate my opinion, backward as education is in Ganjam, would not be in favor of any reduction now in the general scale of fees. I should prefer bearing with the present state of depression, which is probably only a temporary reaction from the former cheap system, in the hope of the better time coming.

11. I examined, myself, all these schools, with the single exception of that at Chikati, besides several of the Results' System Schools, spending altogether two months (*minus* six days) in the Ganjam District, and have reported to you specially on the condition of each. It would be superfluous, therefore, in this place, not to say very tedious, to note more than one or two leading points connected with each school.

* The Onslow Institution showed improvement in some particulars, notably in Arithmetic, which had been taught more intelligently and successfully; there had been also greater regularity of attendance; but the fifth class had been constituted a Matriculation Class, with three scholars qualified to enter upon the course, and four not qualified. This arrangement produced the natural result, the failure of the class, as a whole, in the examination. This school would be more useful if it were content to occupy the place rather of a feeder to the Zillah School than of a feeble rival. And generally the same kind of straining to keep up to a standard which can only be partially reached is an obstacle to the real progress of the highest class in the majority of these schools. It is a very excusable ambition in a Head Master to strive to have a fourth class at the head of his school, and he has perhaps two or three boys quite equal to the work of that class; but as he knows that the minimum strength of a class should be six scholars, he is driven to make up the complement by promoting some before their time. On paper the return of a fifth class or a fourth class, consisting of six or seven scholars reading the subjects appropriate to the class, looks all very imposing; but the insertion of the examiner's probe at once causes the imposition to collapse. This is really the summary of my reports to you on all the fourth classes of the schools in this district. I do not know one, of which it could be, without qualification, said that it was evenly and fairly up to its work. English language and Arithmetic are the two subjects in which failure is most observable, and in both cases there can be no hesitation in ascribing this failure to imperfect teaching and pushing boys on too fast. In other subjects, such as Telugu language, History, and Geography, the results of the examinations have been generally satisfactory. The Handwriting, however, both in Telugu and in English, continues to be a standing topic of complaint. This commonplace accomplishment is quite overlooked in the prevalent desire for a "high education."

12. At Purushottapore a step has been taken towards providing a better school-building by the assignment of a vacant piece of ground out of the town for building upon; but, as there were doubts expressed whether the distance might not prove an obstacle to the attendance of some boys, and as the extreme inconvenience of the present house has been partially remedied, I have hesitated to recommend the building of a new school-house, especially in the present depressed state of the school and the absence of any signs of early improvement. Another Taluq School that has, from its very commencement, been carried on under considerable disadvantages owing to the want of a suitable building is that at Raghunatpore. There is some prospect now of this long-felt necessity being supplied. A piece of land has been assigned by the proprietress of the estate as a site, and an estimate of the cost of building a plain, ordinary school-house has been prepared, and the work would now be in progress but for the delay that has occurred in getting the estimate checked by the Public Works Department and bringing the contractors to agree in the revised rates. The school at Raghunatpore I found decidedly improved,

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* The remarks in this paragraph are founded on the state of the Onslow Institution at the time of inspection, March last. A few days before the close of the quarter some new arrangement of the classes appears to have been made, whereby a sixth class of 10 boys has been evolved. This sudden growth is beyond my comprehension.

the Head Master having been away for some time on leave, and his substitute having given a real attention to the progress of the boys. The Head Master has now resigned his post. The Parla Kimidy School has declined considerably during the year; its highest class is now the third. It came out that the Head Master had been guilty of negligence and various kinds of misconduct; he has, therefore, been punished by a reduction of his salary. The Manthasa Zemindary School also I found in a less satisfactory state than I expected. The numbers have fallen off owing to the enhanced scale of fees; but besides this, the attendance has been very irregular in consequence of several epidemic visitations of fever and cholera in the town; therefore, the classes, the highest class especially, passed an unsatisfactory examination. However two of the pupils in the fourth class, young men of about twenty, with one of the Assistant Teachers, having succeeded in obtaining certificates of the Fifth Grade in the last Teachers' Examination, the Rajah commemorated the success by a very liberal distribution of gold bangles and a gold medal to the Head Master. His interest in the welfare of the school continues unabated, and forms a most gratifying exception to the indifference one is accustomed to meet with in men of his class. His three sons still attend the school daily, and are very nice boys. Regarding the Zemindary School at Chikati, which I have already observed, is the only school of any importance that I did not visit, the Deputy Inspector reports as follows:—

"On my visiting the scoool, I was first struck with the improved condition of permitting boys to sit on benches and masters in chairs in the august presence of the Devus, or Rajah's sons. On previous occasions I only was allowed a chair, the school boys sitting on the floor, masters standing, the Devus, of course, being seated in chairs. A carpet was provided for masters to sit on if they liked. With much difficulty the present Head Master seems to have succeeded in procuring the permission of the Rajah to use benches for boys, chairs for Brahmin Masters, and stools for Sudra Masters. The only difference observed is that the chairs of the Devus are placed on a carpet. The over-carefulness about their dignity seems to have made the Devus neglect their studies, as I do not perceive that they have made any improvement. Their progress seems to be about zero, as they have not gone far in advance of the portion they were last examined in. The Devus are, no doubt, intelligent, but very irregular in their attendance; hence the little progress they make! Through the exertions of the present Head Master, who is striving hard to secure their regular attendance, better results may be seen in future. Though the Devus have not made satisfactory progress, the school has, on the whole, done well. The number on the rolls is 42 against 23 in the last year. Except in Mathematics, the whole school did creditably. English Dictation in the fourth class was good; Telugu Dictation was excellent; Reading and Explanation fair. The class taught by the Second Master answered much to my satisfaction, that I recommended him to you for one-third grant. The Third Master is a good Uriya scholar, and took charge of his post on the very day of my inspection. The study of higher subjects in Uriya has been hitherto neglected, but the defect will be removed by the present appointment."

13. The Chicacole Anglo-Vernacular School was in a low condition, numerically, at the time of my inspection, and the classification of the boys

had been very injudiciously made, but during the last quarter it has taken a decided turn for the better. There were only 57 scholars in attendance when I examined the school, but there were on the 31st of last month 71 boys. A movement took place here among the Mahomedans, at the close of last year, to obtain the admission of their children into the Government School on the condition of being taught through the medium of Hindustani. This arrangement received the approval of Government, and I took steps to open a Mahomedan Class, but at first without much success, as the parents then insisted on another condition, that their sons should be taught Persian, in addition to the other subjects entering into a Government School course. However, when I was at Chicacole at the close of last month, this difficulty was removed, and a class of 18 Mahomedan boys was added to the school besides some 7 or 8 others who had joined previously, and had been distributed among the higher classes. The school, therefore, has now again almost reached its normal strength. The masters are all hard-working men and fair teachers, but rather prone to indulge petty jealousies of one another.

14. The school at Jalmur is at present ranked as Middle Class, and is supported by a Government grant and a grant from the Local Fund of the Chicacole Circle. Fees are professedly collected, but I am inclined to doubt the fact. I found 10 boys present when I paid the school a visit without previous notice last month. An English School is not wanted at a village like Jalmur, and I hope that it will be supplanted by a good Vernacular School under the Local Fund Board.

15. The Berhampore Town School was in an unsatisfactory condition. It will henceforth be reckoned among the Lower-Class Schools, and may perhaps be converted into a Municipal School. If efficiently supervised it may continue to render good service as a Preparatory School to the Zillah School.

16. Of the 11 Middle-Class Schools supported under the results' system five were examined by myself and six by the Deputy Inspector. The total amount of the grants paid to these schools is Rupees 1,180, and the number of scholars examined 300.

17. Coming to schools of the Lower Class, there are 202 on the list this year as against 161 last year, with 3,717 scholars, as against 2,698 at the close of 1871-72. The total amount of grants sanctioned to these schools is Rupees 4,347-8-0. Bearing on the encouragement of education among the Uriya and Mahomedan populations it is deserving of notice that among the Lower-Class Schools 45 Uriya Schools, containing 773 scholars, have received grants during the past year amounting to Rupees 1,104; and there are 40 others, with 499 scholars, that are under improvement but have not yet been aided pecuniarily. The number of Mahomedan Pial Schools is much less, being only five, with 84 scholars, that have received grants amounting to Rupees 111-8-0, with three others as yet unaided, though under inspection, containing 34 scholars. At the beginning of the year the services of a Uriya Brahmin from Cuttack were engaged by the Chetterpore Local Fund Board, and he has been visiting the Uriya Schools in that circle. Through want of

experience he has not hitherto proved very efficient; but the Deputy Inspector is of opinion that, as he has now grown more familiar with the work, he will become more useful, and that we may look for a greater measure of improvement among the Uriya Schools this year. There are two other Inspecting Schoolmasters at work in this district, one in the Chicacole, and one in the Chetterpore Circle. The payment-for-results system is becoming widely known and understood, and the extension it has reached, though still only imperfectly worked out, is greater than I anticipated for it two years ago. A system of Union Schools, to be opened in the principal villages of the two circles, has been submitted for the approval of Government, but the recent orders regarding the house-tax will, I imagine, cause a considerable modification of the schemes proposed, which included the establishment of a Training School as well.

18. *Gumsur Maliah Schools.*—There are still 16 of these schools which, not belonging properly to the Ganjam District, are usually reckoned separately. All are Lower-Class Schools. The following table shows the number in attendance and the strength of the several classes this year as compared with last :—

Classes.	1871-72.	1872-73.
Fourth	49	46
Third	67	67
Second	91	100
First	519	536
Total ...	726	749

These numbers show a slight increase in the attendance. The Special Assistant Agent in charge of the schools reports that he has visited all the schools he has come across in the course of his tours, but has not examined them minutely, that being, he says, the duty of the Inspector, or the Deputy Inspector. Since the Acting Inspector's visit last year, the Deputy Inspector has visited the hills once, and examined several of the schools, and he is about to proceed there again in a week or two in accordance with the instructions given in the Proceedings of the Director of Public Instruction issued on the Acting Inspector's report. The Special Assistant Agent has, in a communication which has formed the subject of a separate correspondence, expressed some disappointment at my not having visited the Maliah Schools during the last season; and in that disappointment I share. But, bowing implicitly to the instructions of Government, and fully admitting the desirability of an annual visit to these schools by the Inspector, I must observe that this annual visit cannot be reckoned upon as a thing of course, for the other duties devolving on the Inspector and countless unforeseen contingencies, may render such a visit impracticable, except at some extravagantly unreasonable sacrifice; and I must observe, also, that since the discontinuance of the study of Telugu in these schools the Inspector's ignorance of Uriya has materially diminished the value of his examination

of them. Had I proceeded last February on a tour into the Maliahs, the assistance of the Deputy Inspector would have been indispensable, because he has some acquaintance with Uriya; without his help my time and labor would have been simply thrown away. Now it unfortunately happened that the Deputy Inspector had, in January and February, been incapacitated from going out into the district by an attack of the all-prevalent dengue fever and the effects of an accident. Consequently the work in the Ganjam District was behind hand; there were various schools in different parts of the district prepared for examination under the results' system and anxious to receive their grants before the official year closed. In this choice of evils the most expedient course was for him and for me to take different directions and overtake the arrears as well as we could. Had I, instead of doing this, taken him with me into Gumsur, there would have been very much greater cause of complaint. It is matter for regret that the Local Fund Boards of Ganjam have not acquiesced in the appointment of a second Deputy Inspector as in every other district. The Acting Inspector showed very clearly last year, and to the satisfaction of Government, that the work in Ganjam was quite enough to employ the energies of two Deputy Inspectors. If one man has more devolved upon him than he can efficiently perform, the neglect of a part and consequent dissatisfaction are inevitable.

19. Other circumstances which interfered with my visit to the Gumsur Hills in the last season, not necessary to be mentioned here, have been fully stated in the separate communication above referred to.

20. *Special Schools.*—There is one Special School in the Ganjam District, the Normal Class at Russelkondah. The first batch of students having succeeded in obtaining certificates of fifth grade, their places were, in January last, filled by fresh students. These had just commenced the course when I was at Russelkondah. I thought them rather better prepared than those who joined in 1870; but I do not expect they will be qualified to enter the next Teachers' Examination. I also conducted at Russelkondah the examination of Uriya candidates for Teachers' Certificates. Thirteen appeared for the fifth grade and one for the fourth grade. There were three Khonds, six Uriyas from the Hills, and the rest were from the plains. Five succeeded in passing the examination, among whom was one Khond, the first who has ever attained that distinction. He is the Assistant Master at the Donga School, and I have recommended that he should receive one of the silver bangles which Lieutenant-Colonel Macdonald very liberally provides every year for the most deserving candidates in this examination.

21. I examined the Minor of the Jalantra Estate, whom I found reading at Chetterpore under a private tutor. He is making some progress, but far less than he should, or would, make if he attended more regularly to his studies. He rarely reads more than three hours a day, often not so much, and then in a lifeless kind of way. He wants the stimulus of emulation, and I think it would be better for him in every respect to attend the Zillah School. He could still have the advantage of a private tutor to help him in the preparation of his lessons. The Parla Kimidy Minor I found reading in the second class of the Parla Kimidy School. Since he joined the school, about two years

ago, he has learned to read the English, Uriya, and Telugu Primers. Special arrangements have been recently made by the Court of Wards for his education.

22. Looking at the work of our department in Ganjam as a whole, I think that the results are not disconraging. It still continues, no doubt, and will for some time continue, the most backward district in the Madras Presidency; but there are manifest signs of progress. The Taluq and Middle-Class Schools generally are far from being flourishing institutions, but there has been no further decline during the past year, and in some there has been an advance. The Zillah School is in a better state than it has ever been in before. Elementary education has been materially promoted; the Uriya Pial Schoolmasters have at last felt the stimulus of the payment-for-results system, and much of the old opposition to our interference with their work has disappeared. The period of mere stagnation seems passing at least, if not past; that of movement and life has set in. We may, therefore, look hopefully to the future.

23. *Vizagapatam District.*—The following table shows the number of schools of all classes at the close of the past official year, compared with that of the year previous :—

Years.	Higher Class.	Pupils.	Middle Class.	Pupils.	Lower Class.	Pupils.	Special.	Pupils.	Total.	
									Schools.	Pupils.
1871-72 ...	3	451	23	712	128	3,275	1	35	155	4,473
1872-73 ...	3	427	25	929	154	3,924	1	32	183	5,312

It will be seen that the increase, both in the number of schools under inspection and of scholars, is to be found all but solely among the Lower Class, or Results' System Schools. The following table compares the three Higher-Class Schools of the district :—

Locality.	Name of Institution.	Strength of several Classes.						No. on Roll's i 1872-73.	No. on Rolls in 1871-72.
		6th.	5th.	4th.	3rd.	2nd	1st.		
Vizagapatam ...	L. M. School ...	10	24	18	53	22	31	158	165
	Hindu do. ...	...	15	19	40	14	57	145	168
Vizianagrum ...	High do. ...	13	17	33	61	...	...	124	118

24. There is a slight falling off in the number of scholars attending these schools, but the decrease does not seem of much significance. The enhanced rate of fees is paid in all, but in schools of this class the higher fee has not acted as a check on admission. The Maharajah's High School at Vizianagrum unquestionably stands at the head of all the schools in the district; it has a sixth class numbering 13 scholars, and it has no class of a lower standard than the third; while one-third of the total number of the London Mission School, and one-half of that of the Hindu School, are to be found in the first and second classes. Moreover out of eight scholars sent up by the Viziana-

grum High School to the last Matriculation Examination, five passed; a higher ratio of success than has hitherto been reached, and a circumstance very creditable to the Assistant Master T. Sitaramaswami, who has been in charge of the school during the year in the absence of the Head Master on medical certificate. The Hindu School passed only one of its students, and the Mission School did not pass any. The two former schools were examined by the Acting Inspector, and the last school by myself. The Hindu School had made improvement under the new constitution of the teaching staff; the High School at Vizianagrum, Mr. Kershaw was not so well satisfied with, the English language and Arithmetic subjects being chiefly complained of. The London Mission School I thought to be doing its work, for a school of this class, moderately well; but the old blot, the very large percentage of absenteeism, still remained. I pointed out a want of due care in promoting boys to the higher class and the insufficient time allotted to Arithmetic. This school has suffered, I think, somewhat in the loss of some of its old teachers, but it enjoys the advantage of the labors of two European and one Native Missionaries, who give a good deal of attention to the school.

25. The subjoined table exhibits the comparison in leading particulars of the Middle-Class Schools in the district:—

Middle-Class Schools in the Vizagapatam District.

Locality.	Name of Institution.	Strength of several Classes.					No. on Rolls in 1872-73.	No. on Rolls in 1871-72.
		5th.	4th.	3rd.	2nd.	1st.		
Bimlipatam	Anglo-Vernacular	...	...	11	9	11	31	39
Vizagapatam	Practising ...	18	20	21	10	...	69	45
Kassimkotta	Taluq School ...	...	10	8	11	...	29	32
Anakapalli	Do. ...	...	...	12	12	9	33	38
Chodavaram	Do. ...	...	6	10	9	11	36	45
Palcondah	Do. ...	...	18	11	...	...	29	34
Gunupur	Do. ...	...	...	6	6	...	12	23
Bobbili	Grant-in-aid ...	...	12	9	10	10	41	38
Kottam	Do. ...	...	...	11	10	12	33	27
Royaveram	Do. ...	...	6	7	13	13	39	27
Rajam	Do. ...	...	10	8	6	3	27	30
Jami	Br. Samas. Schs.	...	...	4	9	9	22	25
Konada	Do. ...	...	...	9	6	16	31	33
Chipurupalli	Do. ...	...	...	7	8	6	21	28
Vaddadi	Do. ...	...	...	...	8	15	23	19
Thallavalasa	Do. ...	...	...	5	7	8	20	26
Gajapatinagrum	Do. ...	...	...	7	12	8	27	21
Parvatipore	Union School ...	...	...	7	17	11	35	40
Vizagapatam	Prot. Orphanage.	...	...	9	10	17	36	38
Kottapeta	Results' School.	...	...	...	...	...	61	...
Bondavari	Do. ...	...	...	...	...	...	53	...
Gollalapalem	Do ...	...	...	...	...	...	56	...
Pusarlavari (Bimli) ...	Do. ...	...	...	...	...	...	68	...
Kottavidhi (Palcondah)..	Do. ...	...	...	...	...	...	34	...
	Total ...	18	82	162	173	159	866	608

26. There is an increase of 258 in the total number of scholars attending these schools, but there is only a very trifling increase—where I should like to see it most and where it would be most significant of progress—in the

higher classes. The school which heads the list, and where we should expect to find a respectable fifth class, the Anglo-Vernacular School at Bimlipatam, has fallen below the level of some of the Taluq Schools, its highest class being the third. As there was every reason to believe that this was the result of the negligence and unpopularity of the masters, the Head and First Assistant Masters have been removed. Since then the boys have begun to return, and I hope, with care, the school may regain its former status. Another Government School which has suffered in the same way, and where I have had to apply the same remedy, is the Taluq School of Gunupur. It is unfortunate that we are compelled to entrust the Head Mastership of schools of this class in so many cases to raw Normal Students, generally very young men, utterly without experience, and inflated with conceit. On their arrival at the village to which they are posted, some of them give themselves the most ridiculous airs; show little deference to the officials or elders of the village; think it beneath them to try to conciliate the parents and guardians of their pupils; speak of the simple villagers generally as "senseless," "uneducated," "rude barbarians;" and exact towards themselves the most extravagant forms of respect Only a few days ago I received a grave complaint from one of these Head Masters of the want of respect shown to him by the Assistant Master in informing him by a "memorandum" on a slate that a certain boy deserved punishment for some misconduct, which important statement, he thought, should have been made known to him in a formal letter in which the Assistant Master should "have the honor to be, sir," &c., with not an official flourish omitted. The "memorandum" was duly copied out and sent to me, attested by the signatures of all the boys in the highest class, that there might be no doubt of the atrocious contempt having been committed. Another Head Master, who has had the opportunity of spoiling two schools, complains of not being allowed to try his hand on a third, in the following strain:—"While all those that passed after me, as well as others behind me, in teaching power were offered with nice Head Masterships, it is certainly nothing but my greediness that has brought me to this crisis of turning my application an abomination to my patron, as not to let his honor consult over the state of a Normal Student, a senior, and the then, as well as the presently, only one merited as the second for the whole Government Normal School. What else can a poor boy of my age do if a chance of displaying his talents in his appointed school is not let to him, and even the school perfectly refined by him has yielded no real examination of the then educated students. Honored Sir, from my younger days I was gifted with the sure idea of serving in no other department than but this Educational Department. Cursed be my heart if I ever formerly open myself to such excess as practising disobedience and negligence, the source of idleness. Honored Sir, is it not a long speech for me to make, who has partaken of honor's hospitality, to ask some birth, if I cannot keep my brutal inebriety within the veil of my pavilion that I must need show my shame to all Christendom. Although honor still held me so good a reveller, that your honor wonder at quitting my birth, yet, believe me, my bosom feels so free from the wasting fire, which for so many days scorched me, that I care not how soon I expose it to honor's royalty."

27. Need we be much surprised to find that our Taluq Schools, and other Middle-Class Schools, so often have but a languishing existence when their management has to be committed to the hands of young teachers who whatever examinations they may have passed—and many spend their energies chiefly in striving to pass one examination after another, not in the Educational Department only, but in any department in which there is an examination to be passed—show themselves so lamentably deficient in common sense. Happily all are not of this type, or we should have to record a larger percentage of failure; many of our Normal Students develop into diligent teachers, sensible, modest men; still the number of those who, after having been educated at the cost of Government for some years, do not repay the labor and money expended on them, is sufficiently large to warrant the expression of a hope that the remodelling of Normal School training recently adopted at Madras will soon find its way to the Normal Schools in the mofussil.

28. The foregoing elegant extract may also serve to illustrate a point that I have, in my special reports on the schools inspected, dwelt upon with perhaps a wearisome reiteration, the bad system on which English is generally taught. The scholars in our Anglo-Vernacular Schools carefully get up their English text books, but do not learn the English language. They commit to memory an infinite number of phrases and words; but they are not acquiring, as they should, the power of understanding English, or of using it as a mode of expression. Their English writing is a sort of tessellated composition, made up of all the bits of striking phraseology which they have stored up in the course of their reading. This defect, I think, is owing, in a great measure, to the prescribing of text books for the Matriculation Examination, instead of requiring a certain standard of knowledge of the English language. The writer of the foregoing extract was, I believe, the first student of his year in the Matriculation Examination; and it is not at all unusual for candidates to pass the University Test with flying colors, who cannot in their own class-rooms undergo with any success the mildest *vivâ voce* examination.

29. The Bimlipatam and Kassimkotta Schools were examined by the Acting Inspector; those at Anakapalli, Chodaveram, and Palcondah by myself; that at Gunupur by the Deputy Inspector of the Vizagapatam Circle. These schools have also been examined several times in the course of the year by the Deputy Inspectors. Not one can be said to be in a thoroughly satisfactory state. The Anakapalli School has been for some time simply struggling for existence. Though a sum of money was subscribed by the inhabitants years ago towards the erection of a school-house, the school is to this day miserably accommodated in a native house. There is no Government land in Anakapalli, and no one has been able to bring the proprietor beyond the stage of promising to give.

30. Of the four Grant-in-aid Schools, that at Bobbili stands at the head. I examined it last December. It is a fair Anglo-Vernacular School; but the classes were not so well prepared as usual, owing to several unavoidable changes in the teaching staff which had taken place during the year. The school at Kottam I found in a declining state. Since my visit it has begun to

lift up its head again. The Royavaram School is reported by Deputy Inspector V. Appa Rau to have "showed some improvement in its numbers as well as in its standard. A fourth class was formed in the year just closed, while the second class was the highest in the previous year." Deputy Inspector G. Vedanta Chari writes: "The Rajam School produced poor results, discreditable to its teachers: it contains four classes, and is of the standard of an Anglo-Vernacular Government School."

31. The next six schools on the list are called Branch Samasthanam Schools, being supported entirely by the Maharajah of Vizianagrum. Each has a Head and an Assistant Master, the former usually holding a certificate of the fourth grade, and the highest class is the third. The standard reached by them just touches the boundary line between middle and lower class education. In the case of the Vaddadi School it does not even reach that line; but, as I consider its present depression to be temporary only, I have allowed it to take its usual place in the list, no question of grants from these or those funds being involved. Three of these schools, those at Jami, Vaddadi, and Gajapatinagrum, I have examined since my return to this district. All may be said to be doing their work moderately well; but it is to be regretted that the Maharajah's liberality in providing these schools is not availed of by much larger numbers. The reason assigned for the small attendance is, of course, the fee that is charged. It will take yet a long time before we can popularize the principle that education is worth paying for, and must be paid for like all other valuable commodities. Even one of the Deputy Inspectors has thought it necessary to plead very earnestly for a reversion "to the almost charitable instruction of by-gone days." Living on charity, mendicancy, utter self-helplessness are not yet felt to be shameful and demoralizing.

32. The Union School at Parvatipore I found in a fairly satisfactory state; but it does not accord with my idea of what a Union School should be. English is taught in it, and it comes up to the standard of a Middle-Class School, but it is not made use of in the slightest degree by the people of Parvatipore or the neighbourhood. The scholars were all, with the exception of two goldsmiths, sons of the Gumastahs, Pleaders, and Subordinate officials attached to the Court and Cutcherries; not one of whom, I suppose, contributes an anna to the Local Funds. The house-tax, which was in contemplation, will, of course, now be given up as a source of revenue for this school; but under the circumstances I have stated it does not seem to me to be equitable to keep up this school for the benefit of a small official class out of the revenues appropriated to the spread of primary education. Fees are levied in it, but only of a nominal kind, 1 anna, 2 annas, and 4 annas.

33. The Protestant Orphanage is an institution where East Indian Children are boarded and educated. Mr. Kershaw examined it last June and considered that there was "a decided improvement upon last year, especially in the boys' department," owing to the committee having adopted several of the suggestions offered in the last report. The complaint usually made by the Inspector was repeated, that of the listless, apathetic air which enwraps the whole institution.

34. The one special institution in this district is the Vizagapatam Normal School, which has been examined by the Inspector of Normal Schools, who

has forwarded his report to your office. The Practising School was examined by the Acting Inspector, who considered the results to be very uniform throughout the school, and fair in all subjects but Arithmetic. Ten of the students appeared at the Matriculation Examination held in December last, and six of them succeeded in passing. At the Departmental Examination held in August, 15 were candidates for fourth grade and 12 for fifth grade certificates. Of the former seven passed, and of the latter nine. This is a fair proportion of success.

35. The following table shows the students from this Institution appointed to situations during the year 1872-73:—

Names.	Appointments.	Certificate.	Salary.
			Rs. A. P.
G Lakshminarayana ...	Assistant Master, Zillah School, Berhampore.	First Arts ...	40 0 0
V. B. Lakshminarasimham...	Asst. Master L.F.B. Training School, Nursapore.	Matriculation..	25 0 0
A. Sitapati Rau	Head Master, Training School, Palcondah	Do. ...	30 0 0
M. Narasimha Rau	Assistant Master, A.V.School, Bimlipatam.	Do. ...	30 0 0
Ch. Narayanaswami... ...	Head Master, Training School, Gunupur.	Do. ...	30 0 0
P. Venkata Rau	Head Master, Training School, Anakapalli.	Do. ...	30 0 0
A. Temmiraju	Assistant Master, Zillah School, Bobbili.	4th Grade. ...	24 0 0
A. Sambamurti	Assistant Master, Training School, Veravasaram.	Do. ...	20 0 0
Mahomed Yakub	Head Master, Mahomedan School, Rajahmundry.	Do. ...	25 0 0
S. Balaramadoss	Inspecting Schoolmaster, Chetterpore Circle.	Do. ...	35 0 0

36. Among the Middle-Class Schools of the district are to be reckoned five that received grants on the payment-for-results system. The total amount of the grants issued to these schools is Rupees 871-12-0. I examined three of them, and the Deputy Inspector the remaining two. Three are situated within the Municipality of Vizagapatam, one within that of Bimlipatam, and one in the Palcondah Municipality.

37. The following table shows the Results' System Schools arranged according to the amount of grant received by each:—

1872-73.	Number of Schools that received Grants of					
More than Rs. 200.	Less than Rs. 200, but more than Rs. 150.	Less than Rs. 150, but more than Rs. 100.	Less than Rs. 100, and more than Rs. 75.	Less than Rs. 75, and more than Rs. 50.	Less than Rs 50, and more than Rs. 25.	Less than Rs. 25.
2	1	7	5	18	37	40

38. The number of Lower-Class Schools under inspection shows some increase upon the previous year. On the 31st March 1872 there were 128 Village Schools, aided and unaided, with an attendance of 3,275 pupils; on the 31st March 1873, there were 152 schools, with an attendance of 3,729 pupils. The amount of grants made to these schools is Rupees 4,916; and the number of pupils under the different standards, as compared with that of the year previous, is given in the subjoined table:—

Years.	Number of Schools attaining the			
	4th Standard.	3rd Standard.	2nd Standard.	1st Standard.
1871-72...	14	25	40	49
1872-73...	23	35	47	27

These numbers show an advance in the standard of instruction. Two additional Inspecting Schoolmasters have been employed during the year, so that there are now three Inspecting Schoolmasters to the 14 taluqs into which the district is divided. But complaints are general from the Inspecting Schoolmasters and from the Deputy Inspectors of the hindrance caused by the difficulty of getting the necessary elementary books. The arrangements which have come into force during the year are not working well. One Deputy Inspector writes, "the new system of importing books is not only tedious and troublesome to all concerned, but also more expensive; moreover it does not seem to be in any way productive of the aim of the new system, viz., the making books accessible easily and at the times they may be wanted." The Deputy Inspector suggests "that while the Local Fund Board ought to be still applied to for payment of the cost of necessary books beforehand, the Inspecting Schoolmasters might get books direct from the district depôt; and this must be done oftener than twice in the year."

39. The Deputy Inspectors and Inspecting Schoolmasters are the persons who best know the difficulties that obstruct our endeavours to advance primary education; and the complaint just recorded is, I am sorry to say, not confined to this district; it is a very general complaint. The arrangements now in force for the supply of elementary books will have to be modified.

40. While the number of Village Schools under improvement is gradually increasing, the quality of the instruction given in them is still very unsatisfactory. Deputy Inspector V. Appa Rau says, "almost every school, either aided or unaided, is under a very incompetent teacher. The First Book and in some cases the Second Book have been studied by the children just in the same way as the Balaramayanam or some Telugu Poem was formerly studied. The children have learned their lessons by rote, and their reading has been full of mispronunciation. * * * * The main cause of these schools being in this condition is clearly the ignorance of the teachers. It is very astonishing to observe that most of the Village Schoolmasters can hardly distinguish between the sound of a vowel and that of a consonant. The only remedy to

be applied for bettering the condition of these schools seems to be to appoint an Inspecting Schoolmaster for each taluq; for, as long as these schools are trained by ignorant teachers, I think it is necessary, if we intend to see any real improvement in these schools, that the Inspecting Schoolmaster should remain at each school for not less than two days in each month, as he will have to teach the schoolmasters not only the way in which the several lessons should be taught to the children, but also the meanings of difficult words and phrases contained in the Reading Books, as well as the working of sums in Arithmetic."

41. To the same effect are the following remarks by Deputy Inspector G Vedantachari; after describing the various shortcomings in the village schools under inspection, he traces the origin of all to the master:—"If the teacher is trained, and his duty is made to accord with our improved system of teaching, then alone any effectual move in the right direction may be hoped for. But almost all of the village teachers are not only untrained, but most of them are incapable of improvement. There are some whom I have met with who wish to place themselves under training in a Normal School if they are sent back to their own villages as teachers. I believe that, if the Normal Schools admit such as are here described, the schools in villages will make the most desirable advance."

42. On a review of the whole educational outturn for the year in this district, there seems little cause for congratulation, beside the number of successful candidates in the Matriculation Examination, which has been a little larger than usual. But even that number comes only to 16, by no means a large amount of success, considering that there are four schools educating up to the Matriculation standard. As for the higher, First Arts Examination, not a solitary student has this year passed from all the schools in the whole division. The condition of the Middle-Class Schools in the district is, to say the best that can be said, stationary only, while the advance in the number and standard of the Lower-Class Schools has been not very considerable. I am disposed to ascribe the slow growth of improvement in the village schools to the want of efficiency in the two newly-appointed Inspecting Schoolmasters. Both are young men, with scarcely any experience of school work, and they have not shown much energy. The Deputy Inspector has taken a good deal of pains to teach them their business; and, as he thinks that they will accomplish more during the present year, especially if they are kept better supplied with elementary books, I am willing that they should have a further trial, and hope they will give good proof of their efficiency.

43. In one respect the Vizagapatam District takes the lead of the others in the 1st Division, and that is in the number of its girls' schools, as will be seen when I come to notice the progress of female education during the year in the division generally.

44. *Godavery District.*—The subjoined table shows the number of schools and pupils in the Godavery District at the close of this year, as compared with the year before:—

Years	Higher Class.	Pupils.	Middle Class.	Pupils.	Lower Class.	Pupils.	Special.	Pupils.	Total. Schools.	Total. Pupils.
1871-72 ...	4	635	30	1,275	248	5,876	1	13	283	7,799
1872-73 ...	4	632	28	1,104	277	6,663	2	41	311	8,440

The number of Higher-Class Schools remains the same; among the Middle-Class Schools there have been several changes. Two still existing; those at Pamarru and at Kirlampudi were reduced during the year to the Lower-Class grade; and seven, dependent partly upon local subscriptions and upon Government grants, have been closed. On the other hand, there has been an addition of six Middle-Class Schools aided on the system of payment for results. The Mahomedan School at Rajahmundry has been included in this list, in the expectation that it would occupy the position of a Taluq School; but it seems likely that it will have to be counted among Lower-Class Schools. The final result of these losses and gains is that the number of Middle-Class Schools, as shown above, is two less than in the year 1871-72. Of Lower-Class Schools there are 277 this year, as against 248 the year previous, a small increase only of about $11\frac{1}{3}$ per cent.

45. The leading points in connexion with the four Higher-Class Schools are tabulated for comparison below :—

Locality.	Name of Institution.	Strength of several Classes. 7th.	6th.	5th	4th.	3rd.	2nd.	1st.	Number on Rolls in 1872-73	Number on Rolls in 1871-72.
Rajahmundry ...	Provincial	4	24	23	105	63	...	...	219	103
Cocanada ...	Hindu ...	...	21	36	54	43	33	...	187	197
Ellore	Mission ...	...	5	10	13	48	24	31	119	117
Narsapore ...	Central ...	...	9	17	32	24	13	...	95	128

The Government School at Rajahmundry sent up 13 of its Matriculation Class to the University Examination last December, of whom 7 were successful in passing; the Hindu School at Cocanada sent 7, of whom 4 were successful; the Central School 9, of whom 5 passed; and the Church Mission School at Ellore passed none.

46. The percentage of success in each of the three schools is as nearly as possible the same, but in all other respects the Provincial School takes the precedence. It has the largest number of scholars, though it has no class below the third; its Matriculation Class contains 24 students, and it has now a small class of six preparing for the First Examination in Arts. The event of chief importance in the history of this school for the past year is the arrival of Mr. Metcalfe to take charge of it. As the new Principal is a gentleman who, after winning University distinctions at Cambridge, gained experience as a teacher in one of the large schools in England, it seems reasonable to expect that the Provincial School will soon begin to rise towards the position

which it has been intended to occupy. But the work of developing a Collegiate Department out of the Rajahmundry School will not prove an easy task, owing to the general indifference felt by the population of these districts towards any education beyond the standard necessary to qualify youths to enter into the public service. Out of all who have passed the Matriculation Examination, only six as yet have come forward to prosecute their studies to the F.A. stage, and even of these six, two had been induced to join the class by the promise of free scholarships. If the arrangements of Government to provide the means of a high education do not meet with more liberal support than this, it will become a question whether the present expensive establishment should not be removed to some more promising field of labor. At my examination of the Provincial School last October, I noted that the chief deficiency in all the classes was the extreme difficulty which the boys had in understanding questions in easy English, and in commanding sufficient English to reply to them. The average age of the Preparatory Matriculation Class was too high, being nearly 18 years. These scholars will be 20 years of age and upwards by the time they appear at the Entrance Examination, when they will have been studying English from seven to ten years. Such facts go to illustrate the slowness of the Telugu intellect as compared with the Tamil, and require that some allowance be made for the extra difficulty thereby thrown upon the teacher.

47. The schools at Cocanada, Narsapore, and Ellore were examined by the Acting Inspector before my return from Europe. Regarding the first he considered that it had fallen off a good deal since the former inspection. Most of the classes seemed to be overweighted with subjects, and others pushed on too fast to the neglect of sound elementary preparation. The Primary School, too, had rather overgrown its original intention and proper use. The Committee have adopted Mr. Kershaw's suggestions for the improvement of their school, and when I visited the school in November I found that the work of the classes was being re-arranged.

48. At Narsapore the results of the examination were fairly satisfactory. All the furniture and school apparatus were good and sufficient, and discipline was well maintained without apparent effort. Mr. Kershaw considered K. Krishnamurti Garu a most excellent Head Master, diligent, painstaking, methodical in his habits, and most devoted to his work, not content with going through the mere routine of work expected of him, but thinking nothing beneath his notice which may tend to improve his school.

49. The Ellore Mission School contains a Hindu and a Mahomedan division. The results of the examination of the former were pronounced by the Acting Inspector to be satisfactory and creditable to the Head Master and his Assistants, who seemed an intelligent and respectable body of young men. The Mahomedan School did not do so well generally as the Hindu School. The school-house, maps, and furniture were all in good order.

50. The subjoined list shows the number of Middle-Class Schools in the Godavery District, the places where they are situated, and the strength of their several classes, the totals of the preceding year being introduced for the sake of comparison.

Locality.	Name of Institution.	Strength of several Classes.					Number on Rolls in 1872-73.	Number on Rolls in 1871-72
		5th	4th	3rd.	2nd	1st.		
Viravasaram	Taluq School ...	4	10	15	16	14	59	67
Amalapur...	Do. ...	...	8	17	15	...	40	56
Rajahmundry	Mahomedan Sch	...	...	...	...	61	61	...
Pittapur	Zemindary Sch	...	13	12	11	16	52	60
Karugorumilli	Subscription Sch	...	2	4	4	9	19	21
Akividu	Do. ...	...	6	3	11	8	28	23
Koringa	Do. ...	...	9	7	8	6	30	40
Vella	Do ...	...	6	7	6	13	32	31
Ramachendrapur ...	Do. ...	...	7	3	9	6	25	39
Kottapetta...	Do. ...	...	...	...	14	29	43	56
Rajahmundry	Town School ...	...	...	29	24	24	77	71
Innespetta	Subscription Sch	...	...	11	21	4	36	58
Peddapur...	Do. ...	...	9	20	7	5	41	46
Dowlaishweram	Do ...	...	...	19	10	17	46	43
Raghudevapur	Do. ...	...	...	5	7	13	25	25
Polaveram	Do. ...	...	...	5	...	16	21	24
Tallapudi	Do. ...	...	5	8	13	14	40	31
Tanuku	Do. ...	...	7	5	11	7	30	46
Penugonda	Do. ...	...	...	5	10	7	22	32
Achanta	Union School .	...	4	6	10	20	40	60
Palkol	Do. ...	...	...	4	10	36	50	55
Undi	Do. ...	...	...	...	8	23	31	35
Cocanada	Results' School	...	...	...	...	...	75	...
Indupalli	Do. ...	...	...	...	...	...	3	...
Gorosa	Do. ...	...	...	...	...	...	31	...
Vegayammapetta ...	Do. ...	...	...	..	...	...	15	...
Cheyyeru	Do. ...	...	...	...	...	...	15	...
Narsapore	Do. ...	...	...	...	...	...	90	...

51. One only of these schools, the Government School at Viravasaram, reaches the standard of a fifth class, just now of small dimensions, but generally containing 10 or 12 scholars. Eleven others have a fourth class, numbering in all 86 scholars. As we have a right to expect, the Government Schools at Viravasaram and Amalapur are in the best order. I examined both these myself, reporting on the former very favorably, with a recommendation that it should be raised to the standard of an Anglo-Vernacular School; on the latter, with some admixture of fault-finding, yet not on the whole unfavorably. The new school building at Viravasaram is only partially completed, and the local subscriptions towards its re-erection have not been wisely expended, so that if the building is to be finished it must be with the aid of a grant from Government. But this subject is reserved for a special communication.

52. The school at Pittapur is supported partly by a Government grant and partly by the Zemindar, on whose estates it is. I found the Pittapur School doing its work fairly. A similar one at Jaggampeta, I regret to say, has been closed very recently, as the present managers of the estate, notwithstanding the dying injunctions of the late Zemindar always to maintain the school, were opposed to its longer continuance. The Deputy Inspector and myself have done what we could to avert this result, but without effect.

53. It is quite impracticable within the limits of this report to notice individually the numerous schools of the grant-in-aid class existing in the dis-

trict, but I will observe generally that many of them are scarcely worth maintaining in their present condition. It is not necessary to repeat the remarks already made on the inadvisability of assisting with public funds ill-conditioned Anglo-Vernacular Schools in every nook and corner of a district; but I will take an illustration or two from among the so-called Subscription Schools of the Godavery District. There is the Peddapur School, for instance, which has had a fluctuating life, sometimes at the point of extinction, then making a fresh start, for about seven years. The managers have kept it up chiefly by applying to the payment of the teachers' salaries a fund raised originally under the influence of a Revenue official for the erection of a school-house. I visited this school last November, and found 43 boys in attendance, all of whom (with, perhaps, a solitary exception or two) were the children of the subordinate Government officials located at Peddapur, *bonâ fide* population of Peddapur, probably about 13,000 or 14,000, making no use of the school. The Head Master had been absent some four months in quest of other employment, during part of which time he had been supporting himself on half pay from the school managers. The scholars passed a poor examination; they had learned with most success how to mispronounce English; the school is held in a place not only inconvenient, but dangerous; there has never been any suitable school furniture; the subscription money is not collected, and the masters' salaries are now six months in arrears. After a few months more the Government grant, not having been drawn for a long period, will probably lapse, and a current of petitions will set in to the offices of the Inspector and the Director from the unfortunate teachers, complaining that they have received no remuneration whatever for the labor of a year.

54. The masters of the Subscription School at Dommeru, which has been closed within the past year, have arrears of pay due to them for more than two years. The marvellous circumstance is that teachers can be befooled by managers to go on giving their services from month to month, and living upon empty promises of future payment. The school at Kandavilli was also closed during the year for the same reason, and the Deputy Inspector reports that those at Jaggampeta* and Polavaram are on the point of extinction. The Acting Inspector visited the Kandavilli School last October, and found that the masters had received no pay since the previous December. The schools at Tanuku and Penagonda are in an unsatisfactory state, and Deputy Inspector K. Dakshinamurti, in reference to this subject, expresses his "belief that in the whole district there are very few places, not more than ten, where grant-in-aid schools might be kept up without much difficulty." I must express my concurrence, not by any means for the first time, in the view he takes of the want of stability which is the characteristic of so many of these schools:—"For a year or two after the introduction of the grant-in-aid rules, it is true application for new schools were received by us in great numbers. But I should very much question that most of them were the sort of applications which the actual sense of those rules required of the applicants. I mean to say that most of the schools were not willingly applied for by the majority of the people. If such, however, were the fact, I do not see any

* That at Jaggampeta has since been closed.

reason why so many (not less than four-fifths) of the subscribers should, within a few months after the establishment of the school, try their best to evade the payment of their subscriptions. From this state of circumstances I should infer that almost every aided school situated in the rural parts of the district was applied for through fear of some influential person, and that when that influence was removed from their presence, the result was, of course, the closing of the school. This is, I beg to tell you, the actual history of most of the Grant-in-aid Schools."

55. I cannot think that the closing of schools of this kind is any real hindrance to the progress of sound education, but rather the reverse. At the same time it must be noted that several of these schools, chiefly those that are situated in towns where the advantages of intelligent supervision can be obtained, are doing useful work. To this class belong the well-managed Town School of Rajahmundry; the Innespeta School in a suburb of the same town; the Dowlaishwerum School managed by a committee composed of the officials of the Public Works Department, presided over by the District Engineer; also the schools at Ramachendrapur, Kottapeta, and Kirlampudi, though the last-named has, by some mistake, been degraded to the lower class. The Town School and the Dowlaishwerum School have during the year entered into new and commodious premises, towards the building and purchase of which building grants have been sanctioned.

56. There are 56 Union Schools in the (late) Rajahmundry Circle, and 115 in the (late) Cocanada Circle, or altogether 171 in the Godavery District. The former circles having, with the sanction of Government, been re-arranged from the beginning of the present official year, the respective charges of the Deputy Inspectors have had to be altered accordingly. The majority of the Union Schools occupy the places of the old Rate Schools. Three of them, those at Achanta, Palkol, and Undi, rank as Middle-Class Schools. I examined that at Palkol myself. The third class, which was the highest, contained only 3 boys, and three-fourths of the school were in the first class. I did not consider the school entitled to be graded as middle class. Of the other Union Schools the Acting Inspector visited those at Gandugole, Nidudavol, Konvali; myself those at Razole, Sivakodu, Samulcotta, and Tuni. The Deputy Inspectors have, I believe, examined nearly all in their ranges at least once, and the Inspecting Schoolmasters have visited them frequently. Most of these schools are doing their work fairly. The chief deficiencies pointed out are want of suitable buildings and school furniture; these wants are, however, in course of being supplied by the Local Fund Boards by degrees; no fees are paid in any of the schools, though the house-tax has not yet been imposed—and, under the recent orders of Government, will not be imposed—in any village or town. Still in several of these schools English is taught, and if this is encouraged these Union Schools will soon be found doing a very different kind of work from that which they were intended to do. So long as they are open gratis to the children of all who contribute to the Local Fund, the education given in them should be strictly elementary and vernacular.

57. Deputy Inspector K. Sanjivi Rau Pantulu, in charge of the Cocanada Circle, after naming *five* schools which were in a bad state, observes: "the other schools are doing pretty well, and some *very* well. In connexion with these hardworking masters, I am sorry to observe that these persons were not

provided with higher salaries in the new Union Schools which were established in 1871. Some of these masters (passed men), though working very hard, are in receipt of such low salaries as Rupees 6 and Rupees 7." Local Fund Boards might, I think, fairly adopt Rupees 10 as the minimum pay of a Union Schoolmaster.

58. Deputy Inspector K. Dakshinamurti Sastri also bears testimony to the general efficiency of the Union Schools. He says, "Of the 54 schools newly opened, many in the Tanuku Taluq, and several in each of the other taluqs, have done their work satisfactorily, and they have, as a matter of course, attracted the notice of the generality of the villagers."

59. Schools of the lower grade, such as those at Pamarru, Guttinadivi, and Kirlampudi that have been aided with salary grants, have fared badly during the past year. Thrown suddenly by the new classification on the resources of the Local Fund Boards, that were not prepared for the demand, they have had their claims denied, and great has been the complaining among managers and masters, who have found themselves suddenly deprived of half their incomes. But Grant-in-aid Schools of this type have, in my opinion, no "raison d'etre" now, and should be struck out of our system of schools.

60. Schools on the payment-for-results system do not multiply at the same rate as in the other districts, for the obvious reason that so many of the villages are supplied with Union or small Grant-in-aid Schools. The total number of this class of schools is 102; of which 30 only are in the (late) Rajahmundry Circle, and 72 in the (late) Cacanada Circle. In the former there is not a school which has entitled itself to a grant of more than Rupees 100; but in the latter there are seven schools which received grants from the Provincial Funds to the amount of Rupees 1,001, and which are accordingly ranked as Middle-Class Schools, while the remaining 65 have received Rupees 3,177-8-0 from Local and Municipal Funds; or rather ought to have received that sum, for the Deputy Inspector reports that of the four schools in the Municipality of Cocanada, three were refused the grants that had been awarded, on the ground that there were no funds to pay them. The sum set aside last year by the Municipality for primary education was only Rupees 200, of which Rupees 100 was required for one Grant-in-aid School. The sum budgetted for was clearly insufficient for the wants of a large town like Cocanada, and the failure to obtain the grant due will have a discouraging effect upon the schoolmasters. One of the Deputy Inspectors points out as one impediment to the spread of results schools in the district, that "as soon as people see that the master has been working hard on account of the Government grant, they try to withdraw the payment of the usual school fees, and this they do most during the last quarter of the year." It is not an easy task to interfere with the indigenous schools so judiciously as not to do almost as much harm as good.

61. *Special Schools.*—There are two training schools in this district, the Government Normal Class at Narsapore, and the training school in connexion with it, and under the same Head Master, for Union Schoolmasters, established by the Local Fund Board. The Government Normal Class contains 14 students holding scholarships of Rupees 5 and Rupees 4 each Six of them obtained certificates at the last Departmental Examination, one of the

fourth grade, and five of the fifth grade. The chief drawback to this class is the time that often elapses before a Normal Student who has finished his training can be posted to a mastership. The Local Fund Training School was opened in January last and contains 29 students holding scholarships of Rupees 3. Every inducement was offered to the Pial Schoolmasters to join the class, and some of the younger men accepted the offer. There has not been time yet to form an opinion regarding the working of the experiment. To ensure success the teachers who have undergone training should invariably have the preference in filling up vacant masterships. It is very disheartening to men who have had the perseverance and self-denial to spend a year or two in a Normal School to find themselves out of employment, while others who have taken no trouble to qualify themselves are filling coveted posts.

62. The Godavery District must be allowed still to rank first of the four districts in this division in point of educational progress, as it has always done. The one particular which has hitherto placed it after the Kistna District has been the want of a school with a collegiate department. That want has now been supplied by the formation of an F. A. Class at Rajahmundry, though small at present the beginning, it is to be hoped, of better things. There are three good Higher-Class Schools besides. There is no district in which there are so many Middle-Class Schools working satisfactorily, and no other district in which so much has been done from local sources for the advancement of primary education. What is most required now is a careful supervision and improvement of the schools that are scattered over the length and breadth of the district.

63. *Kistna District.*—The following tabular statement shows the number of schools and scholars in the Kistna District this year as compared with the previous year :—

Year.	Higher Class.	Pupils.	Middle Class.	Pupils.	Lower Class.	Pupils.	Special.	Pupils.	Total.	
									Schools.	Pupils.
1871-72 ...	2	373	21	949	65	1,644	...	...	87	2,966
1872-73 ...	2	441	22	881	361	7,157	1	380	186	8,659

From the foregoing table it will be seen that while the number of Higher and Middle Class Schools remains stationary, there has been a considerable increase in the number of Lower-Class Schools. In this district, as in Ganjam, we have had to contend with a strong popular dislike to any interference with the old system of pial school education, and there have also been, as will be noted subsequently, special difficulties in the way of bringing the village schools under improvement; the advance, therefore, that has been made during the past year in this direction is highly satisfactory.

64. The two schools of the higher class in this district are both at Masulipatam—the Church Mission School and the Hindu School. The number and strength of the classes in these two institutions are compared in the following table :—

Locality.	Name of Institution.	Strength of the several Classes.								No. on the Rolls, 1872-73	No. on the Rolls, 1871-72.
		8th	7th.	6th.	5th.	4th.	3rd.	2nd.	1st.		
Masulipatam.	Ch. M. School.	14	9	29	28	21	85	41	42	233	230
	Hindu School.	...	...	15	37	28	39	30	23	172	143

These schools were examined by the Acting Inspector in September last. Mr. Kershaw, in fact, completed his tour in the Kistna District before delivering over charge of the district to me in October; I am, therefore, indebted entirely to the records of his examinations, and to the reports of the Deputy Inspectors, for my information regarding the schools of this district. About the Church Mission School the Acting Inspector reported that the weakest subject throughout the school was Arithmetic, and that in some of the higher classes Euclid and Algebra were very unsatisfactory. With this exception of Arithmetic and Mathematics the school passed a fairly creditable examination. Five candidates from the Church Mission School appeared at the First Examination in Arts, but all of them failed. Twelve scholars and one Assistant Teacher were sent up to the Matriculation Examination, of whom three only failed, the ten successful candidates being all placed in the second class.

65. The Hindu Anglo-Vernacular School is inferior to the Mission Institution in not having a Collegiate Department, and also in its numerical strength, but it is a well conducted and useful school. On the other hand, it is much less expensively managed. The expenditure on the teaching staff in the Hindu School amounts to only Rupees 3,420 per annum, of which Rupees 1,668 is contributed by Government in the shape of salary grants; while the same agency in the "Noble Memorial School," by which name the Missionary School is designated, costs Rupees 10,540 per annum, towards which Government contributes Rupees 3,732. Ten scholars went up to the Matriculation Examination last December from the Hindu School, and six succeeded in passing, one being placed in the first class; while of the four failures it must be mentioned that two appeared at the examination on their own responsibility, and contrary to the wishes of the Head Master. "The school passed a very fair examination," and the Acting Inspector writes that the Committee are very fortunate in having secured so excellent a Head Master as T. Srinivasachari Garu, who takes an interest in his work, maintains good order, and displays much judgment in managing all the details of so large and important a school.

66. The number, localities, and strength of the Middle-Class Schools in the district are shown in the subjoined table:—

Middle-Class Schools in the Kistna District.

Locality.	Name of Institution.	Strength of the several Classes.					No. on Rolls in 1872-73.	No. on Rolls in 1871-72.
		5th.	4th.	3rd	2nd.	1st.		
Guntur	Govt. A.-V. School.	...	10	30	24	8	72	84
Bundur Training School.	Normal... ...	...	...	...	...	...	180	144
	Practising ...							
	Mahomedan ...							
Masulipatam	Venka. C. M. B. S.	...	...	18	25	18	61	128
Bezwada	Ch. Missn. School.	...	...	13	16	36	65	41
	Hindu do. ...	...	17	23	34	20	94	...
Vallur	Zemindary School.	...	...	5	8	49	62	40
Gudivada	Subscription do....	...	5	10	8	13	36	27
Purushottapatam	Do ...	...	...	3	6	9	18	17
Kaikalur	Union School ..	...	...	9	8	31	48	38
Nizampatam	Do. ...	...	...	...	6	16	22	20
Avanigadda	Do. ...	...	10	11	14	12	47	51
Chinna Ganjam	Do. ...	...	...	7	10	7	24	31
Gudur	Results School ..	...	...	...	...	...	26	...
Nandigama	Do. ...	...	...	...	...	..	25	...
Nuzivudu	Do. ...	...	...	...	...	...	89	...
Rajupeta (Bundur) ...	Do. ...	...	...	...	...	...	34	...
Pammarru	Do. ...	...	...	...	...	...	22	...
Bapatla A.-V. School ...	Do. ...	...	...	...	...	...	17	...
Do. Vernlr. School.	Do. ...	...	...	...	...	...	56	..
Nandur	Do. ...	...	...	...	...	...	19	...
Chebrolu	Do. ...	...	...	...	...	...	38	...
Lalpeta (Guntur)	Do. ...	...	...	...	...	...	44	...
Peddacherukur	Do. ...	...	...	...	...	...	12	...

67. The most efficient school in the above list is that which stands first, the Government School at Guntur. It has a fair staff of teachers, and out of its 72 scholars 64 are in the three higher classes. It was examined once by the Acting Inspector and twice by the Deputy Inspector with generally favorable results. Mr. Kershaw remarked that the standard and strength of the school did not indicate much appreciation of the educational advantages they possess by the people of Guntur, a wealthy town of about 18,000 inhabitants. The Deputy Inspector takes a somewhat different view; for, in his opinion, the school would be more largely attended if the standard of instruction in it were raised and masters of higher attainments employed. As the Deputy Inspector is a resident in Guntur, he has opportunities of forming a correct judgment on this matter, and he must be acquainted with the feeling of his own community. He urges that "Guntur is a large town comprising a population of 18,000 It is the seat of a Civil Zillah Court, a Civil Dispensary, Sub-Engineer's Office, Sub-Collector's Office, Revenue Settlement Office, Telegraph Office, Police Station, Municipal Office, Tahsildars' Office, Munsif's Court, Post Office, and Bank Office; merchandise is daily increasing. There are three Municipal Schools, besides eleven schools under the result's system, educating in all about 600 pupils. Besides all these, there is every probability that the Head Collector's Office at Masulipatam will very shortly be removed to this place, being the central spot of the district. Taking all these and several other

things into consideration, this place is one of the important places, if not the important one, of this district.

"For the whole of this important place this Government Anglo-Vernacular School is the only institution that can pretend to give any education of the higher class, if it can be so called.

"This year about eight boys who had been reading in the fourth or the highest class of this school for the last two years went to Masulipatam, at an average expense of about Rupees 8 each a month, for want of a higher class here."

68. Besides the Government School at Guntur, there are only three other Middle-Class Schools which reach the standard of a fourth class. The total number of scholars reading in the fourth class in all these schools is only 50, so that on the whole we may say that the middle-class education of the Kistna District is by the least possible difference removed above primary education. The Hindu School at Bezwada is one of the three just referred to. It was examined by the Acting Inspector last September, who reported "the results just moderate," but the school had scarcely got a fair start and was in a transition state, having been developed out of a Results' System School. The school at Gudiwada I have suggested ought to be deprived of Government aid, as being one of those miserably-managed Grant-in-aid Schools already described, which maintain a shuffling existence from month to month, and then collapse with a year or two's salary due to the masters. The school at Avenigadda has nominally a fourth class, but the Deputy Inspector reports that it is only on a par with the second class of a Taluq School.

69. The Church Mission School at Bezwada was examined by the Acting Inspector. It had completely changed its character, having from a Hindu School become a Mahomedan one. The results of the examination were "very nearly nil," but this unsatisfactory state of things Mr. Kershaw ascribes to the newness of the experiment. The school at Kaikalur, like the one or two other schools in the division, is maintained partly by a Government grant, and partly by a grant from the Local Funds. The course of instruction is adapted to suit the wants of a few officials and leading men, and no fees are paid. I regard this sort of arrangement as most objectionable. The people who want the school obtained a Government grant on the condition of subscribing to its support; they violate their promises, and, instead of being deprived of their school, the Local Fund Board step in to pay the lapsed subscription out of the rates contributed by the ryots, who, in all probability, do not send half a dozen boys to the school. This sort of arrangement certainly to me wears the appearance of robbing agricultural Peter to save citizen Paul the unpleasantness of having to pay adequately for his son's schooling. A Results' System School reaching the fourth standard has taken the place of the former Taluq School at Gudur.

70. It will be seen that among the Middle-Class Schools three are Union Schools—Avenigadda, Nizampatam, and Chinna Ganjam. The first mentioned has been already referred to; the second and third were visited by the Acting Inspector, who considered that both did creditably, and

commends especially the pains taken to teach the boys to write well. But he notes the want of suitable buildings, of school furniture, of maps, slates, and other appliances, without which school work cannot go on satisfactorily. This complaint is echoed by the Deputy Inspectors and the Inspecting Schoolmasters, who have found the difficulty of procuring books and slates to be a great hindrance, not merely to progress in the Union Schools, but also to the prosperous working of the payment-for-results' system. The teaching of Geography at Nizampatam and Avenigadda had to be given up owing to the want of maps; and Deputy Inspector T. Ramabramham Sastri considers that the first nine months of the year, from April to December, which was the interval between the abolition of the old colportage system and the establishment of the taluq depôts, were virtually wasted owing to the impossibility of procuring the necessary elementary books.

71. Thirteen Results' System Schools, ranked as middle class, received grants in the course of the year out of Provincial Funds. Seven of these are in the Masulipatam Circle (two, however, were closed after receiving the grant), and the other six are in the Guntur Circle. The total amount of grants distributed to these schools was Rupees 2,066, at an average of Rupees 158 to each, a welcome addition to the schoolmaster's income. Considering the backward condition of the Kistna District in educational matters, these figures are very satisfactory. Deputy Inspector S. Jagannadham says of these schools: they had quite "given up all the nature of a pial school, and have now the appearance of regular English schools. Printed books and slates are freely used in the place of books written on cadjan leaves and boards. The masters have adopted the class system of teaching: the individual system has disappeared." But the extension of the results' system during the past year is more clearly seen in a comparison of the number of schools under inspection and scholars at the close of 1872-73 with the same number at the close of 1871-72. The following table gives that comparison :—

Results' System Schools of the Lower Class.

—	1871-72.			1872-73.		
	Schools.	Pupils.	Grant.	Schools.	Pupils.	Grant.
			Rs.			Rs. A. P.
Masulipatam Circle ...	17	360	555	165	3,098	2,156 0 0
Guntur do. ...				205	3,681	3,882 12 0
Total for District ...	17	360	555	370	6,779	6,038 12 0

72. To the appointment of two Deputy Inspectors to each district, and the division of each Deputy Inspector's circle into two ranges with an Inspecting Schoolmaster for each range, we must attribute this extension of improved primary education. It is scarcely necessary to enter a caveat against the conclusion that the figures just given represent just so many recently appointed orderly schools, and so many scholars all being trained

up in the way in which they should learn. The task of improvement is necessarily slow. Many of the schools in the foregoing table have not yet reached such a stage of improvement as to allow of even the lowest grant being issued; but all receive the visits of the Inspecting School-masters, keep registers of admission and attendance, and some use printed books. These are the first steps towards improvement. Again in many villages the old hostility of the people themselves to the new system still lingers. The Deputy Inspector of the Guntur Circle, after mentioning several villages in which the schools have made marked progress, observes of the rest, that most of them "are just one degree above the ordinary pial schools under the old system. In almost every village into which it is introduced the new system is met with determined opposition. The very few schools which are supplied with printed books use them to a limited extent. The use of boards for slates is still very common." But in the Bapatla Taluq, where we have been carrying on operations the longest, the results are much more satisfactory. The number of improved schools is greater than in the other taluqs, and the standard of the education given in them higher. The boys learn not merely how to read well, but to understand what they read as well. Printed books and slates are the rule, and not the exception, and the villagers generally have learned to like the system.

73. As illustrating the various impediments which have stood in the way of much real advance during the year just closed, I quote an extract from the report of one of the most judicious and most energetic of the Deputy Inspectors in this division, T. Ramabramham Sastri Garu. He writes:—"During the first three quarters of the year our work mainly consisted in visiting places and meeting with disappointments. The results' system itself has something vague about it, and when accompanied by want of books the vagueness is increased to a ten-fold degree. Almost all the places which we left at our first visits with the firm belief of having won over the schools in them to our side disappointed us on our second visits. This was especially the case in the Bezwada Range. The masters seemed to be convinced of the usefulness of the system for the time, but no sooner had we turned our backs on them with the assertion that books will be supplied to them at a future date, than they used to turn theirs on the system. They did not think it worth their while to keep a register and mark the attendance of the boys in it every day. All these things were brought to the notice of the President, Local Fund Boards, not less than thrice, and to your notice twice if I remember aright. But in the early part of the year my representations were not heeded. When more than half of the year expired, an indent was sent to the District Curator; but then, unfortunately, the stock in the depôt was exhausted, the Local Fund Board of the Guntur Circle having purchased all the copies of the Telugu First and Second Books available; and to get a fresh supply, Telugu First Book, for which there was a large demand, was out of print. So we had to wait for another month or two more before this book could be printed and supplies got from Madras. It took another month for the Local Fund Board to purchase these books and distribute them among the taluqs. By the time the depôts were opened, January commenced Well then, at a time when we should be engaged in winding up our work for the year, we

had to commence it. Immediately after this I exhorted my Assistants to supply books first to those that had not yet reverted to the pial system. But unluckily at this time Inspecting Schoolmaster Lakshminarayana fell ill, and was obliged to stay at the head-quarters all January. During the other two months he did what he could. In addition to this he has had to contend with some other difficulties. Almost all his range is composed of hilly and woody tracts, and the people inhabiting them are in a semi-barbarous condition. Till lately the people in several parts of his range have never heard of the existence of Educational officers. I traversed the whole of this portion of my circle, and visited many new places bordering on the Nizam's territories, which had never before witnessed the presence of an Educational officer. Their customs and manners widely differ from those of the people in the interior of the district. They seemed to be almost in a primitive state, and began to wonder at the simplest things they saw with me. When I spoke to them about education, they simply laughed. Very few pial schools exist in this part of the country. To Jaggayapeta, a flourishing commercial town in the Nandigama Táluq, where there was an English school before for some time, I went twice and the Inspecting Schoolmaster twice. There exist nearly ten pial schools at the place, but with great difficulty we could only bring three under inspection, and that too after several disappointments."

74. The other Lower-Class Schools are two Municipal Schools, with the Preparatory Schools of the Church Mission and Hindu Schools in Masulipatam, the Municipal Schools in the town of Guntur, a small Anglo-Vernacular School at Repalli, and three Village Schools belonging to the Church Mission Society. Two of the branch schools in Masulipatam are for Hindus, and one especially for Mahomedans. These receive grants from the Municipal Funds and educate 256 scholars. The two schools supported entirely by the Masulipatam Municipality are one in the Fort and the other at Machevaram, a suburb on the north side of the town. As these places are at some distance from the town, the want of elementary schools there was much felt. These two schools contain 106 pupils, are doing their rudimentary work fairly, and cost the Municipality Rupees 42 a month. The Municipality of Guntur established four Municipal Schools in July last, but two of them had brief lives of only a few months. One was intended for the benefit of Mahomedans, and the other three for Hindus. In the place of one that collapsed the Municipality have established a school for Pariahs. The three existing schools contain 106 scholars, and the expenditure on them since their establishment has been Rupees 301-15-6, of which Rupees 145-12-0 have been collected in the shape of fees. The masters appointed by the Vice-President of the Municipality are reported to be inefficient men, and the early downfall of two of the schools is ascribed by the Deputy Inspector to their incompetency. The Municipal Commissioners of Guntur nominate masters without reference to the Educational officers, and apparently wish to manage their schools their own way, for they not only object to receive the counsel of the Deputy Inspector regarding the engagement of teachers, but decline also to furnish returns to the Educational Department.*

* Some returns were sent after this report was written.

75. The only special school in this district is the Church Mission Vernacular Training School at Masulipatam, which, at the time of the Acting Inspector's visit last September, was found to have been for some time in abeyance. The classes of the Practising School were being kept up, and were under the instruction of permanent masters.

76. In the one particular of primary education the Kistna District has, during the past year, made a manifest advance; middle-class education generally is not in a satisfactory state; and higher-class education remains as it has been for the last two or three years. I should be glad to see an addition made to the Higher-Class Schools of this district by the raising of the Guntur School to the grade of a Zillah School. Masulipatam is at present the only place where scholars can be prepared for the Matriculation Examination. But whether this want be supplied or not, the prediction seems a safe one that the Kistna District will soon emerge from the educational shadow in which it has hitherto rested. Thanks to the energy of the increased staff of Deputy Inspectors and Inspecting Schoolmasters, the sentence recorded against it in the last year's report may now be cancelled: "The Kistna is the only district in the division in which there has not been a considerable increase in the Lower-Class Schools and in the extension of primary education," is happily not true this year.

77. *Female Education.*—In the number of Girls' Schools there has been very little change during the year. One additional school has been opened at Berhampore. In the following table the number of Girls' Schools and Scholars in the several districts for the past year and that preceding is shown:—

Districts.	1871-72.		1872-73.	
	Schools.	Scholars.	Schools.	Scholars.
Ganjam District	1	10	2	53
Vizagapatam do.	7	588	6	454
Godavery do.	4	323	4	319
Kistna do.	3	86	3	126
Total ..	15	1,007	15	952

78. The school at Berhampore was started by a few leading members of the Hindu community, and admits none but caste girls. It received a grant of Rupees 83-8-0 under the payment-for-results system. I examined it in March last, and found 14 girls in the highest class, whose average age was nine years, able to read the Telugu Second Book, though knowing next to nothing of the meaning, and to write moderately well from dictation. The other school is at Chicacole, which I also examined, and awarded a grant of Rupees 25-4-0. This school meets in the compound of the London Mission Chapel, and is under the charge of the agent of that society at Chicacole. It was in a very unsatisfactory state, and the scholars were chiefly of the Dancing Girl Caste. It is worthy of note that during the past year, for the first time, one Uriya girl and one Mahomedan girl came forward to be examined for a results' grant.

79. Of the Girls' Schools in the Vizagapatam District, I have examined three, the Maharajah's Boarding School at Vizianagrum, the school at Anakapalli, and the Girls' School at Vizagapatam, called after the late Mrs. Narasinga Rau. I thought that the Boarding School had decidedly made improvement, and it would have made more if the additional Telugu Teacher recently entertained, after much opposition by the good "Sisters" who have charge of the girls' education, had been employed before, and if the girls had not too much to learn. I have expressed a decided objection to the attempt to teach these girls, also the girls in the Vizagapatam School, English and History. With regard to English especially, it seems to be a cruel waste of the short time which these children give to school studies to spend any of it in acquiring a superficial acquaintance with a language that they will never need to make use of. The Girls' School at Vizagapatam was not in so good a condition as I have known it. This was accounted for by my visit having taken place just after the oldest and most advanced girls had left, and the new lessons of the year had just commenced. The Girls' School at Anakapalli, I thought, had made creditable progress. That at Bimlipatam has not been doing well, and that at Santapeta yielded results only moderately satisfactory at the Deputy Inspector's examination. The London Mission Girls' School was not examined under the payment-for-results system this year, as no application was made. It has, I believe, considerably declined.

80. The school at Cocanada, supported by the liberality of the Rajah of Pittapur, at a monthly expense of about Rupees 70, was examined by the Acting Inspector in August last, and also cursorily by myself in November. In Reading and Dictation the girls of the highest class, only 5 in number, did very fairly; and the same may be said for the 12 composing the second class; but beyond these acquirements, what they had learned was very trifling. There is a prospect of the present very inconvenient schoolhouse giving place to a new building erected at the Rajah's expense. The school at Rajahmundry I examined myself. It had 182 on the roll, of whom 147 were present. This school is also maintained by the Maharajah of Vizianagrum at a monthly expense of about Rupees 350. The first (highest) class girls were reading Nala Charitram, but no Prose. I directed the Third Book of Lessons to be introduced. Here again I was unfortunate in the time of my visit, several of the most advanced girls in the highest class, though only 11 or 12 years old, having left, *pubertatis causâ*, just before my arrival. The teachers in this school, excepting, of course, the East Indian Mistresses who look after the needle-work, are mainly elderly pundits who pursue the time-honored path of teaching by rote; consequently the girls rather repeat than read their lesson, and really carry away a very infinitesimal amount of information. In the lowest class, which contains the bulk of the school, 95 children, about 5 years old, there were several who had been attending 3, 4, and 5 months without having learned a letter. The Church Mission Caste Girls' School at Elur was examined by the Acting Inspector, who, considering that it had only been a year in existence, reported that it was generally in a promising condition. The Girls' Boarding School for Pariah Christians belonging to the same Mission obtained a results' grant of Rupees 178-8-0.

81. The three Girls' Schools in the Kistna District are under the management of the agents of the Church Missionary Society. The Caste Girls' School at Bezwada, in charge of the Rev. Mr. Harrison, is described as being in a discreditable condition. The Deputy Inspector at his visit "found everything in thorough disorder. The classification was all wrong. No regular course of studies was pursued by the classes. There was a systematic disregard of duty on the part of the masters." This school receives a monthly grant of Rupees 15 from the Local Funds. The other two Girls' Schools in Masulipatam are in a much better condition.

82. Of the girls attending these schools it must be noted that the great majority belong to the lower castes, are the children of poor parents, and attend school for the sake of what they can get in the shape of money or clothes. The great mass of them are between the ages of five and nine. The instruction in needle-work, which they receive in nearly all the schools, is not the least valuable part of the meagre education which their very brief school-life renders possible.

83. I must not close this report without adverting to the movement just commenced for the improvement of the education of Mahomedans and Uriyas. The orders of Government relative to the opening of schools for boys of these communities, and their admission into existing Government Schools, were issued so recently that there has not yet been time fully to carry them out, and none at all for observing the results of the experiment. In the middle of February an Elementary Government School for Mahomedans was opened at Rajahmundry, and, according to the last returns, there were 61 boys attending the school, constituting a first class with two divisions, one a little more advanced than the other. Under still more recent instructions from Government I am taking steps to set on foot similar schools at Masulipatam and at Elur. A Mahomedan class has, after some little difficulty, been added to the Government School at Chicacole, which contains at present 18 Mussulman boys. The difficulty arose simply from the parents insisting that their sons should be taught Persian as well as Hindustani, English, and Telugu; but on my arrival at Chicacole this foolish demand was relinquished, and upwards of 20 boys presented themselves for admission the next day. The managers of the Hindu School at Vizagapatam have also, within the last two months, opened a class of Mahomedans, which is attended by scholars; and, previous to these steps being taken under the special orders of Government, there were Mahomedan classes, or Mahomedan branches or divisions, in connexion with private schools at Masulipatam and Elur. The number of Mahomedans attending schools of all classes under inspection this year is 1,251, which shows an increase of scholars over the number returned the year before of 454 pupils.

84. The measures resolved on for the greater encouragement of education among the Uriyas in the Ganjam District are of still later initiation, and, in fact, have not yet gone beyond what has been already noted in my remarks on the Ganjam District: the addition of two Uriya Classes and two Uriya Teachers to the Government School at Berhampore, and the enrolment of a larger number of Uriya Village Schools on our register of schools receiving

improvement under the payment-for-results system. I have in separate communications suggested other modes by which elementary education among the Uriyas may receive a little additional help, and I am waiting to see the effect of the late reduction of school fees on the attendance in our Taluq Schools before suggesting further steps in the same direction. But the tardy pace at which educational progress in Orissa itself has advanced must moderate our expectations of success in Ganjam. Mr. Hunter, in his recent interesting work on that province, observes: "State education has slowly become an accomplished fact in Orissa;" notwithstanding that Uriya Schools and Uriya Scholars have increased at a more rapid rate during the last two years, it is still true that "the genuine Uriya has not even yet quite lost his abhorrence of the infidel Government School." In Ganjam, I think, it is this sort of active caste prejudice and passive indifference, more than poverty, which withhold the better class of Uriyas from our schools, as well as from becoming candidates for Government employment. But we may reasonably expect that the social influences which are now at work in Orissa will also make themselves felt on the Uriya community in Ganjam, and that at no very distant time Uriya Schools will be found where now an Uriya Class in a school is sufficient.

85. *Subordinate Inspecting Officers.*—The increase that was made to the Inspecting Agency after the Local Funds Bill came into force has had its effect in the stimulus given to primary education. There are now in this division 14 Inspecting Schoolmasters and seven Deputy Inspectors of Schools. Some of the former have shown a want of aptitude for their work, arising chiefly from their youth and inexperience, which ought to prove barriers to employment in posts where tact and judgment are important qualifications. However, the first must, and the second ought to, be cured as they become more familiar with their work; and, perhaps, in the ensuing year there will be less cause for complaint. We must, however, admit the justice of their complaint of the great difficulty of procuring books as one grand obstacle to the success of their mission among the villages. For the reasons given in my report on the Ganjam District, I trust that this year will see the number of Deputy Inspectors raised from seven to eight. During the six months that have passed since I returned to the division, I have had no reason to be other than satisfied with the manner in which these officers generally perform their by no means easy duties. All are men of good abilities and of fair attainments; one has graduated B.A., the other six have passed the First Examination in Arts, and the efficient aid which they have rendered to me in carrying on the work of the division I feel bound to acknowledge thankfully. No one receives a higher salary than Rupees 100, and two of the seven have ten years of educational experience. I wish to record my opinion that, unless something be done to improve the position of these hardworking officers, it will be extremely difficult to retain the services of experienced and qualified men in this department of the public service.

APPENDIX A.

No. VI.

From HENRY FORTEY, Esq., M.A., Inspector of Schools, 2nd Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, Madras, dated Bellary, 16th June 1873.

Submits Report.—I have the honor to report on the condition and progress of education in the 2nd Division during the official year 1872-73.

2. *Changes of Inspection.*—From the beginning of the year until the 9th of September Mr. Boyle was in charge of the division. I began work on the 10th of that month.

3. *Local Fund Circles.*—Under the Local Funds Act the Bellary District has been divided into three circles, and the Cuddapah District into two circles. The Kurnool and Nellore Districts each form one circle.

4. As these two last-named districts are, however, too large to be worked by one Deputy Inspector in each, they have, for educational purposes, been each of them divided into two ranges. In the Nellore District the Nellore and Ongole Ranges correspond to the principal and the sub-division. In the Kurnool District the Kurnool Range includes the Koilkuntla, Sirwell, Ramalkota, and Puttikonda Taluqs, and the Cumbum Range the Cumbum, Markapur, Nundial, and Nundikotkur Taluqs.

5. *Additional Deputy Inspector wanted for Ghooty and Pennakonda Circles.*—The Ghooty and Pennakonda Circles have been, during the last year, in charge of a single Deputy Inspector, for the Pennakonda Local Fund Board stated that they could not afford to pay two-thirds of the charges of a separate Deputy Inspector, and, moreover, that education was so little developed in that circle that they did not require one. They have, however, budgetted for one for the current year, and as the Ghooty and Pennakonda Circles taken together cover an area of 6,847 square miles, with a population of upwards of 800,000 souls, and cannot, therefore, be satisfactorily worked by a single Deputy, I trust that you will at once direct that an additional Deputy be appointed.

6. *Area, &c., of Circles and Ranges.*—The following table gives the area, population, and density of population of each of the circles or ranges into which the division is sub-divided :—

A.

Statement showing the Circles or Ranges into which the 2nd Division is sub-divided for Educational purposes, with the Area and Population of each.

Name of District.	Circles or Ranges.	Area.		Population.		Population per Square Mile.
		S. M.	S. M.			
Bellary ...	Bellary Circle ...	4,494		630,163		140
	Ghooty do. ...	4,047		640,966		158
	Pennakonda circle ...	2,800		366,992		131
			11,341		1,638,121	144
Kurnool ...	Kurnool Range ...	2,990		487,848		163
	Cumbum do. ...	4,480		423,026		94
			7,470		910,874	122
Cuddapah ...	Cuddapah Circle ...	5,209		798,677		153
	Madanapalle do. ...	3,968		545,085		137
			9,177		1,343,762	147
Nellore ...	Nellore Range ...	3,972		680,267		169
	Ongole do. ...	2,868		695,082	...	242
			6,840		1,375,349	201
	Total ...	...	34,828		5,268,106	151

7. It will be seen that the density of population is least in the Cumbum Range; but, as a considerable portion of that range consists of hill tracts which are almost wholly uninhabited, it does not follow that that portion of the country which is under cultivation is more thinly populated than other parts of the division.

8. *Action of Local Fund Boards.*—As schools of the lower class are now in a great measure under the control of Local Fund Boards, it is perhaps desirable that I should say a word or two in regard to the action taken by these bodies. Where unions have been sanctioned the schools are entirely under the management of the Local Fund Boards. They appoint or remove the masters, fix their salaries, prescribe the course of study to be pursued, &c., and the duty of the Inspector or Deputy Inspector is simply to inspect and report, a copy of each report being sent to the President of the Local Fund Board, in order that defects may be brought to notice.

9. In the case of Results' Grants Schools, however, all that the Board have to do is to provide sufficient funds for the payment of the grants, and to pay them on the presentation, by the schoolmaster, of a certifying memorandum countersigned by you.

10. *Opening of Union Schools, Lower Class, in Nellore District.*—In regard to the formation of Union Schools very little has been done, except in the district of Nellore. In all the districts the old Rate Schools have become Local Fund Schools under Section 9 of the Local Funds Act, but in Nellore only has a number of Union Schools of the lower class been opened. In this district a Deputy Collector was specially appointed to form unions, and both he and the Collector have exerted themselves in giving effect to the Act and the orders of Government; I doubt, however, whether the success achieved is in any degree commensurate with the energy which has been displayed.

11. Twenty-one Union Schools of the lower class have been opened in villages in which there were Result Schools which had for two consecutive years passed more than 30 per cent. of their pupils under the system of "payment for results;" but the inhabitants of the villages in which these schools were situated were, I believe, in many instances much opposed to the imposition of the house-tax; a light tax was imposed in consequence, and the result is that the Union Funds are so meagre, and the salaries assigned to the teachers so small, that the new schools are probably in many instances no improvement on those which they have superseded.

12. *Union School System and "Result Grants" System compared* —As the opening of Union Schools is a leading feature in the Local Funds Act, and as the Order of Government, dated 28th March last, although it puts a stop to the imposition of the house-tax, nevertheless contemplates the formation of such schools to be supported from Local Funds, it is well worth considering how the money available for educational purposes can be laid out to the greatest advantage, whether in supporting Union Schools or in the payment of results grants. In Union Schools the masters receive fixed salaries, and only in case of proved negligence will their salaries be reduced or themselves dismissed. Now an Inspector or Deputy Inspector requires a very clear case before he recommends the adoption of either of these alternatives, and I think you will agree with me that in practice a master may neglect his work to a considerable extent without the fact being clearly proved against him. He has always excuses ready when blamed for the backwardness of his pupils, asserting that all the most advanced pupils have just left the school, or that his boys are wanting in natural capacity, or that the school is examined at an unfortunate time of the year when the boys have only recently begun their new lessons, and it is not always possible for the inspecting officer to decide how much or how little weight is to be attached to these representations.

13. Supposing, then, that these schools were multiplied throughout the country and were regularly inspected, this would still be a weak point in the system. But adequate supervision would be impossible unless the inspecting staff were so largely increased as to entail a very heavy expenditure of the Local Funds. And it must be remembered that an increase in the staff of Inspecting Schoolmasters would not meet the requirements of the case; for, considering their pay and position, it would be too much to expect from them an impartial report if they were subjected to corrupt influences; and it is this consideration, I believe, taken in conjunction with their very moderate attainments, which led you to determine that they were none of them to be permitted to examine schools for the payment of results, and that such examinations were to be conducted by the Deputy Inspectors. It is then in the ranks of the more highly paid Deputy Inspectors that a large increase would be required, and this increase would, as I have said, involve a very considerable additional expenditure.

14. How widely does all this contrast with the system of "payment for results." Under this system the payment made to a schoolmaster is an exact measure of the information acquired by his pupils. As he sows, there-

fore, so he must expect to reap, increased exertion carrying with it the assurance of an increased grant, and neglect the unpleasant consciousness that it must entail a corresponding penalty. Very little supervision is needed when the master feels that every day's work or idleness involves a corresponding reward or retribution when the day of inspection comes round.

15. It seems to me, then, that "Payment for Results" has these two great advantages over the plan of supporting schools entirely by the Boards—first, it proportions their payments exactly to the results accomplished, and, second, it involves much less supervision.

16. *Objection to "Results Grants" System* —It has been urged, however, as an objection to the system of payment for results, that the parents of the pupils in schools so aided oblige the schoolmasters to accept reduced fees, on the ground that their children are a source of profit to them at the annual examination. If this is the case in any considerable percentage of the schools thus aided, it is of course fatal to the system. My own opinion, however, is that the school fees have not been reduced, or that, if they have, it is only in a few instances that this has occurred. Of three Deputy Inspectors who reported to me on this subject, one said that no cases of the kind had come to his knowledge, but the other two stated that in some cases the fees had been reduced. I beg to remark, however, that the specific instances mentioned by these two Deputy Inspectors were very few in number; that the schoolmasters gave their testimony only when questioned, none of them having previously complained; that the evidence was *ex parte*, as it does not appear that the parents were asked any questions; and that it might have been anticipated that the village schoolmasters would give this kind of testimony, for they would be likely to think that the Results Grants Rules would be made less favorable if it appeared that their other sources of income were as productive as before. This matter was referred to you for report by the Madras Government in their Order of the 10th December last, No. 1,655, but I have not seen your report or those sent to you by the other Inspectors. Unless, however, it is clearly established that a reduction of school fees has taken place, and that in an appreciable percentage of the aided schools, I should be sorry to see any action taken to supersede the system of payment for results

17. *Comparative Table showing Progress during the year.*—The following table gives a considerable amount of information both as to the quantity and quality of the education in the division at the beginning and close of the year. Higher-Class Schools are those which educate up to the Matriculation standard, Middle Class those in which the senior pupils read the subjects prescribed for the fourth standard in the system of payment for results, and Lower-Class Schools are those which do not rise to the standard last mentioned :—

B.

Comparative Statement showing the Aggregate Number of Pupils under Instruction in Schools of each Class for each District of the 2nd Division on the 31st March 1872 and 31st March 1873.

Name of District.	NUMBER OF PUPILS UNDER INSTRUCTION.													
	HIGHER-CLASS SCHOOLS.				MIDDLE-CLASS SCHOOLS.				LOWER-CLASS SCHOOLS.			TOTAL.		
	1872.	1873.	Increase.	Decrease	1872	1873.	Increase.	Decrease.	1872.	1873.	Increase.	1872.	1873.	Increase.
Bellary	514	535	21	...	810	740	...	70	3,032	7,802	4,770	4,356	9,077	4,721
Kurnool	121	123	2	...	248	314	66	...	3,131	3,961	830	3,500	4,398	898
Cuddapah	204	166	...	38	370	341	...	29	3,483	5,808	2,325	4,057	6,315	2,258
Nellore	263	298	35	...	567	905	338	...	4,541	5,887	1,346	5,371	7,090	1,719
Total ...	1,102	1,122	20	...	1,995	2,300	305	...	14,187	23,458	9,271	17,284	26,880	9,596

18. *Remarks on the Table.*—The aggregate number of pupils in schools of all classes under inspection was 17,284 at the beginning of the year and 26,880 at its close, showing an increase of more than 55 per cent. This is a very satisfactory result of the year's work, and is due to the increase in the staff of Deputy Inspectors and Inspecting Schoolmasters, each officer having now a smaller area to work, and being thus enabled to visit a greater proportion of the schools in his range.

19. The increase in the attendance at schools of the higher class is somewhat less than two per cent., a result which must be considered decidedly unsatisfactory. On looking at the table to account for this, it will be seen that in the Cuddapah District there is a *decrease* of 38 pupils. Now the only school of the higher class in that district is the Government Zillah School, in which the attendance was 204 at the beginning, against 166 at the close of the year. Mr. Taylor, the late Head Master, resigned his appointment at Christmas last, and as he was much liked and respected both by the pupils and their parents, this circumstance may in some degree account for the falling off in the numbers.

20. In the Middle-Class Schools the increase in attendance is about 15 per cent. In the Bellary and Cuddapah Districts, however, there has been a falling off. This is due to the closing during the year of one school in each district for want of funds.

21. *Village Schools.*—The Village Schools are, as I have said, rapidly improving under the system of payment for results. On the 31st of March last there were in schools of this class under inspection 23,458 pupils, of these 4,777 passed under one or more heads of the different standards. The subjoined statement gives further particulars.

D.

Statement showing Number of Boys passed in the different Standards of the Results' System.

Standards.	Passed in Reading only.	Passed in Reading and Writing.	Passed in Reading, Writing, and Arithmetic.	Total Passed.
First	214	877	1,839	2,930
Second	87	377	800	1,264
Third	36	161	340	537
Fourth	6	24	16	46
Total ...	343	1,439	2,995	4,777

22. These figures are, I think, satisfactory, for it will be seen that, on a rough estimate, out of every 96 boys who passed at all, 60 pass under three heads, 29 pass in Reading and Writing, and 7 only pass in Reading alone. A brief notice of the progress of primary education in each district will be found further on.

23. *Quality of Education.*—As the quality of the education imparted in the Higher-Class Schools of this Presidency has recently been very severely criticised by the Advocate-General in a letter addressed to the Trustees of Patcheappah's Charities, in which he is pleased to say "that though a boy may have mastered the entire Matriculation list of subjects, he may never have used his mind further than is involved in the mechanical process of learning so much matter by rote, and may know absolutely nothing." I think it necessary to say that I dissent entirely from the conclusion at which the honorable gentleman has arrived, and do not consider that any radical change is required in the present course of study in the schools alluded to.

24. *Extra Subjects.*—It will be for the University to consider whether any of the subjects mentioned in the Advocate-General's letter can, with advantage, be added to the Matriculation course. For my own part I think that the addition of Physical Geography and of a little Natural Philosophy would be perhaps an advantage; but it must be borne in mind that a large number of useful and interesting subjects are necessarily excluded for want of time, and that the introduction of even one extra subject will make it necessary to curtail the time assigned to one or more of the subjects taught at present.

25. *English Text-books or Vernacular Translation.*—But if Physiology, Chemistry, &c., are to be taught at all, they ought, I think, for the present at least, to be taught through the medium of English, and not from translations into the vernacular; for each science has its peculiar technical phraseology, and where the science is wanting, the language appropriate to that science is also wanting. I am sure, therefore, that the pupils in a Matriculation Class would learn any one of these subjects much more easily from an English text-book than from a vernacular translation full of new fangled Sanskrit compound words coined wholesale.

26. *Text-books or no Text-books for University Examination in English.*—It has been urged that text-books or selected pieces in English literature ought not to be prescribed for the University Examinations, as thus "cramming" is encouraged; but, if undue weight is not attached to these text-books at the examinations, they are, I think, of much value, giving a definiteness and aim to the school work which would otherwise be wanting: and I believe it is admitted that the thorough study of a few selected pieces is likely to give a greater insight into the structure of a language, than if the same time were devoted to more discursive and superficial reading.

27. *Too much weight attached to Text-books.*—At present it seems to me that too much weight is assigned to the text-books. In the B. A. Examination the question papers on the text have 60 marks assigned to each, while the maximum for the general papers is only 40 marks; in the F. A. Examination there is one general paper to which is assigned 40 marks out of a total of 150, and for the Matriculation Examination there is no general paper, the examiners setting, however, a few general questions in the papers on the text, the number of marks to be assigned to such general questions being left to their discretion.

28. *State of Middle-Class Schools unsatisfactory.*—On the whole I am inclined to think that very little change is required in the course of study in our Higher-Class Schools, and also that the masters are as efficient as can reasonably be expected. The lowest class of schools, too, I mean the ordinary Village Schools, are making fair progress under the system of payment for results. But the weak point in our educational system is the Middle-Class Schools. They fall below the Matriculation test, and languish for want of some public examination which will bring them into competition with each other and gauge their relative efficiency. Colonel Macdonald, in his Report on Public Instruction for the year 1871-72, after commenting on the unsatisfactory condition of these schools, remarks that "an immense impetus would be given to all these schools if the University or Government would institute an examination, testing them in the same way as the Matriculation Examination tests the work done in the fifth and sixth classes of the Zillah Schools," but this recommendation has not yet been acted upon.

29. *Remedy in Nellore District.*—I may remark here that in the Nellore District, where almost all the Middle-Class Schools are in the Principal Division, I have arranged with Mr. VansAgnew for an Educational Durbar to be held in December next, at which the pupils in the higher classes will be required to attend. Uniformity in the course of study has already been secured, and the portions of subjects and text-books in which the pupils are to be examined have been determined. The examination will be conducted by myself and the Deputy Inspector, and at its conclusion rewards will be given to the most deserving masters and pupils. When the plan was under consideration, the difficulty of bringing boys from a distance was taken into account, and it was decided that the object to be attained was of sufficient importance to justify a moderate outlay from the Local Funds in making an allowance to the schoolmasters for cart-hire to carry their pupils to and from Nellore.

30. *Financial Table.*—I now give in a tabular form some information in regard to the expenditure from Provincial and Local Funds and from other sources on private schools in this division during the past year. I must premise that all schools are included under the head "Private," except Government Schools supported entirely from Provincial Funds.

C.

Expenditure on Private Schools of all classes in the 2nd Division for the year 1872-73.

Name of District.	Higher-Class Schools.				Middle-Class Schools.				Lower-Class Schools.				All three Classes.			
	Provincial Funds.	Local Funds.	Other Sources.	Total.	Provincial Funds.	Local Funds.	Other Sources.	Total.	Provincial Funds.	Local Funds.	Other Sources.	Total.	Provincial Funds.	Local Funds.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bellary	2,089	...	5,827	7,916	6,233	5,887	8,279	20,399	...	4,687	39,938	44,625	8,322	10,574	54,044	72,940
Kurnool	...	...	...	...	1,003	1,558	1,439	4,000	...	2,360	12,327	14,687	1,003	3,918	13,766	18,687
Cuddapah	...	...	...	...	1,542	1,038	2,444	5,024	...	4,052	30,590	34,642	1,542	5,090	33,034	39,666
Nellore	3,888	...	4,426	8,314	3,421	2,921	2,047	8,389	...	3,246	17,811	21,057	7,309	6,167	24,284	37,760
Total ...	5,977	...	10,253	16,230	12,199	11,404	14,209	37,812	...	14,345	100,666	115,011	18,176	25,749	125,128	169,053

31. *Remarks on Table.*—In the Kurnool and Cuddapah Districts there are no private schools of the higher class; in the Bellary District the London Mission School and in the Nellore District the Free Church School are of this rank; and it will be seen that, taking them together, the Government pays about one-third of their cost, the remaining two-thirds being made up from subscriptions, fees, &c.

32. The total cost of private schools of the middle class is about 37,000 rupees, and of this sum about one-third is derived from Provincial Funds, and another third from Local Funds, the remaining third being supplied from private sources. I have already spoken of the unsatisfactory state of these schools in regard to the standard of instruction, and when looked at under a financial aspect their condition is also far from healthy; for, while the Higher-Class Schools meet two-thirds of their cost of maintenance from private sources, these Middle-Class Schools receive aid to the extent of two-thirds of their entire cost, and contribute only one-third from private sources.

33. The incomes of the masters of Village Schools under inspection amount to Rupees 14,345 from Local Funds and Rupees 1,00,666 from other sources; and, as these people are, as I have pointed out, likely to understate their incomes from private sources, this latter amount is probably under the mark. Taking the figures, however, as they stand, it will be seen that the income from private sources is seven times that received from the Local Funds. Considering then the vast number of these schools in existence in this Presidency, the very large sum of money which the aggregate income of the masters amounts to, the economy with which the schools are improved under the "system of payment for results," and the success which has hitherto attended that mode of operating on them, I venture to repeat that the gravest deliberation is necessary before coming to any decision involving the discontinuance of the present system of aid, and the substitution for it of Union Schools supported by Local Funds, and taught by masters with fixed salaries.

34. *School Fees in Local Fund Schools.*—You are aware that the Nellore Local Fund Board decided that school fees were not to be demanded from pupils attending schools under their management. The Cuddapah Board have since followed the example thus set them, but with this difference, that, whereas the Nellore Board restricted this exemption to schools of the lower class, and do demand fees from pupils in *Middle*-Class Schools, the Cuddapah Board have passed a resolution with no such limitation. Whether or not fees should be insisted on in schools of the lower class is perhaps an open question, but I do not think that it is so in regard to schools of the middle class, and now that the people have been relieved of the house-tax, I think this question ought no longer to be left to the discretion of the Local Boards.

35. *School Fees in Government Schools.*—The fees realized in Government Schools cover a considerable proportion of the expenditure. In the Provincial School, Bellary, for instance, 39 per cent. of the total cost is thus met, in the Zillah School at Cuddapah 47 per cent., and in the Anglo-Vernacular School at Anantapur 42 per cent. As in a former report I venture to say

that if matters were properly managed these schools might, in about twenty years' time, be made self-supporting, and, as this view was considered extravagant by the gentleman who acted for me last year, I hope I shall be excused for making a short extract from a speech recently delivered by the Viceroy at Calcutta, as in that city, at all events, what Mr. Boyle is pleased to call the "Educational Millenium" is already in a great measure realized. Lord Northbrook says: "The condition of education in this city appears to me to afford a hope that the day may not be far distant when these anticipations may be realized, that education may be left more and more to the private enterprise and energy of Her Majesty's subjects. For what do we find now in Calcutta in respect to English education? We find that at this day the whole of that education up to the Entrance Examination for the University is self-supporting. We find that in the Government Schools, in the Hindu and Hare School where that education is carried on, these schools are not only self-supporting, but, as his Honor the Lieutenant-Governor mentioned the other day, the Hare School has been so successful as to be able to create out of its surplus funds the substantial and suitable building in which it is now located."

36. *Bellary District.*—I proceed now, according to custom, to take each district in succession and make a few remarks on some of the more important schools; but these notices will necessarily be very brief.

37. *Government Provincial School.*—The Provincial School at Bellary was examined by me in March last. In the senior F. A. Class I found six boys, and in the junior class seven. To both classes I gave the same paper in Mathematics. The paper included the subjects required for the F. A. Examination, with the exception of Trigonometry, and was fairly difficult. The senior class gained on an average 37 per cent., and the junior class 31 per cent. of the total marks. In the senior class two boys and in the junior three fell below the University minimum for passing, which is one-fourth of the total. To the junior F. A. Class I also gave a paper on a book of Milton, the answers to which were on the whole satisfactory, as the boys gained 39 per cent. of the total marks. It contained, however, a passage to be paraphrased which the boys had not read, and this was very poorly rendered with one or two exceptions.

38. The Matriculation Class is divided into two sections. There were 25 boys present in Section B and 21 in Section A. I gave both sections the same paper in English, consisting partly of questions on Parnel's Hermit, and partly of others of a more general nature. Section B gained 33 per cent. of the total marks, and Section A 30 per cent. Taking again the University standard of one-third marks for the minimum, I find that in Section B 14 boys "passed" out of 25, and in Section A 8 boys out of 21. It is clear, therefore, that these boys will require very careful teaching to enable a fair proportion of them to pass next Christmas. To both sections of the Matriculation Class I also gave a paper on Mathematics, which, I am glad to say, was answered remarkably well, each section gaining 40 per cent. of the total marks. Although, on looking at this paper again, I find it is rather below the Matriculation standard, yet I still think that the boys did very well in this subject, much better than in English.

39. The fifth class, consisting of 51 boys, of whom 47 were present, answered fairly in most subjects, but up to the time of my inspection towards the close of March they had not had any paper work either in English or Mathematics. Bacon says, "Writing makes an exact man," and both this class and the one below it should get through a good deal of paper work in the course of the year.

40. The classes below are the fourth and third, consisting of 31 and 39 boys respectively. Both these classes answered fairly in most subjects, and neither of them call for special remark. In the third or lowest class, however, there were two or three boys who ought not to have been admitted.

41. I am sorry to say that this school was not nearly so successful in the University Examination held in December last as it was in the previous year. In December 1871, 21 pupils passed the Matriculation Examination, and one passed the F.A. Examination, whereas in December 1872 only twelve passed the Matriculation Examination, and the single boy who appeared for the F.A. Examination was plucked.

42. *Wardlaw Institution.*—The Wardlaw Institution, or London Mission School, Bellary, is very largely attended, and is well managed. When I visited it in October last the number on the rolls was 300, and 274 boys were actually present. The pupils are divided into six classes, but most of these are again sub-divided into sections, as they would otherwise be unmanageably large.

43. The sixth class was not examined, as the pupils were candidates for Matriculation. The fifth class was examined by means of written question papers, and the answering was satisfactory, except in Arithmetic. The results in the case of the fourth class were not so good. In no subject was their answering thoroughly satisfactory, and in Euclid and Arithmetic they were decidedly weak. The classes below the fourth passed on the whole a good examination, and, as these classes contain in the aggregate 225 boys, this is saying a good deal for the management of the school.

44. I particularly noticed in this school a defect which pervades however more or less all the schools in the division, whether Government or private, and that is, the very imperfect pronunciation of the pupils when reading English. The boys in our schools pronounce English so badly that when I have closed the book in my hand and endeavoured to make out what they were reading by listening only, I have seldom been able to catch more than a word or two here and there. It is not easy to see how this defect is to be remedied while the European agency employed is so limited, but some improvement might be effected if the matter received more attention. A master when hearing boys read should close the book in his hand and should insist on the pupils reading in such a manner as to make themselves understood. As the mere reading, independent of explanation, &c., would occupy but a short time, this part of the English lesson might be undertaken by the Head Master in three or even four of the senior classes. The Head Master should also frequently read to the boys, for reading is an imitative art and best taught by example.

45. *Roman Catholic Schools.*—The Roman Catholic Chaplain at Bellary is the manager of the five under-mentioned schools:—

—	Number on Rolls.	At Examination.
Boys' School, Middle Class	69	60
Girls' School, Lower Class	27	25
Boys' Tamil School, Lower Class	57	48
Girls' do. do.	24	24
Infantry Lines English School, Lower Class...	24	22
Total ...	201	179

46. The pupils who attend these schools are for the most part of the very poorest class, and a purely elementary education is perhaps sufficient for them. In the Boys' School the pupils in the senior class could read and write English fairly, and work examples in the four simple and compound rules of Arithmetic. In the Girls' School the highest class read fairly, but failed on account either of ignorance or timidity in explaining the meaning. Their writing from dictation was not satisfactory, and in Arithmetic they had not got beyond Compound Subtraction. In the other schools entered in the list the Reading was fair, but the Writing and Arithmetic very poor.

47. *Protestant Orphanage Schools.*—There are two schools connected with the Protestant Orphan Asylum at Bellary, one for boys, another for girls. The attendance at the Boys' School is 38 and at the Girls' School 35. The pupils in both schools passed a fair examination when examined by me in September last.

48. *London Mission Girls' School.*—The London Mission Girls' School at Bellary was examined under the system of "payment for results," and the pupils earned a grant of Rupees 251-8-0. This satisfactory result is due, in a great measure, to the active superintendence of Mrs. Lewis, the wife of one of the Missionaries.

49. Having now given some account of the schools in the town of Bellary, I go on to notice others in the district.

50. *Government Anglo-Vernacular School, Anantapur.*—The Government Anglo-Vernacular School at Anantapur maintains its place as a very useful and well conducted school. The attendance (50) is not so great as it used to be, but the decrease has been consequent on the removal of the Sub-Collector's Cutcherry to Ghooty. The fourth or highest class were reading in English Prose Selections No. I., and in Arithmetic they had got as far as Decimals.

51. *Government Anglo-Vernacular School, Adoni.*—The Government Anglo-Vernacular School at Adoni was inspected by Mr. Boyle in August last. That gentleman was not altogether satisfied with the results, and considered that the Head Master might have been more energetic, but concluded his report by saying "the school has, however, improved since last year, when there were more pretences and less results, especially in the lower classes, to which the new Second Master pays more attention than his predecessor condescended to give." The attendance at this school (33 at the close of

the year) is still, as it always has been, unaccountably small considering the large population of the town.

52. *Middle-Class Schools.*—I now come to the Middle-Class Schools scattered over the district. Most of these were originally private schools supported by fees and local contributions, and in some instances by aid from Government. Subsequently some of them were converted into Rate Schools under Act VI. of 1863, and these have now become Union Schools under the Local Funds Act. I give a list of these schools, showing the number of pupils in each class.

Locality.	How supported.	Number of Pupils in			Total.
		Third Class.	Second Class.	First Class.	
Kumply	Union School ...	4	6	6	16
Hospett	Do.	...	14	25	39
Narraindevakerra ...	Do	1	2	5	8
Kudlighee	Do.	5	8	25	38
Huvanhadgallee	Do	13	14	33	60
Royadroog	Do.	...	...	13	13
Pennaconda	Do.	9	14	11	34
Tadputri	Do.	5	10	10	25
Ghooty	Municipal School ...	11	14	16	41
Harpunhully	Private School ...	...	8	24	32
Bellary	Do. ...	19	13	16	48
	Total ...	74	112	202	388

53. These schools are, as I have said above, a weak point in our educational system ; in some of them the teaching is pretty fair, but in the majority it is very indifferent, and the standard attained very low. The attendance at the Union Schools at Kumply, Narraindevakerra, and Royadroog is so small that they ought, I think, to be closed, and such of the masters as are in any degree competent might be transferred to other schools, to Huvanhadgallee for instance and to Kudlighee, where the teaching staff is hardly sufficient. The best of these schools are those at Ghooty and Harpunhully.

54. There has been a very remarkable increase in the number of pupils in Lower-Class Schools under inspection, the total being 3,032 at the beginning of the year and 7,802 at its close. Of these pupils, 1,761 passed under the four standards of the system of "payment for results;" 919 passed the first standard, 516 the second, 321 the third, and 5 the fourth.

55. *Cuddapah District Government Zillah School.*—In the Cuddapah District there is only one school of the higher class, the Government Zillah School At the University Matriculation Examination in December last 8 candidates from the school succeeded in passing. This is a very satisfactory result, and reflects credit on Mr. Taylor, the late Head Master, and the Senior Assistants. I examined this school in November last, and found that, with but few exceptions, the teaching had been efficient throughout.

56. The sixth class was not examined, as the pupils were candidates for Matriculation. The fifth class was examined in portions of the Matriculation subjects, and the only subject in which they did not satisfy me was Arith-

metic. The fourth class also failed to a certain extent in Arithmetic, and made more mistakes than they ought to have done in writing from dictation. Both sections of the third class passed a fair examination in all subjects except Arithmetic. The second and first classes also passed a satisfactory examination. It will be seen that Arithmetic is a weak subject throughout the upper classes. Why this should be the case I am unable to say, but such is the fact. This school has suffered a serious loss in the resignation of Mr. Taylor, and I am sorry to say that the attendance at the close of the year was considerably less than at the beginning.

57. *Middle-Class Schools.*—The following is a list of Middle-Class Schools in this district :—

Locality.	How supported.	Number of Pupils in				Total.
		Fourth Class.	Third Class.	Second Class.	First Class.	
Pudatur	Union	...	10	14	40	64
Jammalamadugu ...	Do	...	9	12	14	35
Sidhout	Do.	...	9	9	13	31
Budwail	Do.	...	8	11	18	37
Madanapallee ...	Private	6	7	9	19	41
Voilpad	Do.	...	8	9	10	27
Royachoti	Do.	...	5	4	11	20
Kadri	Do.	...	...	15	21	36
	Total ...	6	56	83	146	291

58. Of these schools, the first four were formerly Rate Schools, and have now been converted into Union Schools under the Local Funds Act. The permanence of these schools is, therefore, assured, and under the Order of Government, dated 28th March last, putting a stop to the imposition of house-tax, they will be supported during the current year entirely from Provincial Funds, and afterwards partly from Provincial and partly from Local Funds, the Cuddapah Local Fund Board having, as you are aware, ruled that no fees shall be levied in Local Fund Schools in their circle.

59. But while the schools I have mentioned enjoy these singular advantages, those in the sub-division are left out in the cold, and, after struggling on for years with some little help from Government, are now likely to collapse. Indeed one of them, that at Kadri, has been closed already for want of funds, and the others are in very much the same predicament. I wrote to the Vice President of the Madanapallee Local Fund Board some months ago, strongly urging that a representation should be made to Government with a view to Unions being sanctioned in the case of these towns, but I found afterwards that the Government had been addressed on the subject, I believe, before the receipt of my letter, and the Vice President's proposals were not sanctioned.

60 The Union Schools were inspected by Mr. Boyle before I took charge, and his report on them is not unfavorable. Of the Pudatur School he remarks : " Since my last visit the school staff has been re-organized, and the

improvement consequent on these changes was to some extent noticeable" Of the Sidhout School he says: "My impression of the whole school and the master's work was generally good." The school at Budwail was also found to have made some progress.

61. The four Private Schools in the sub-division were examined by me I found only 21 boys on the rolls at Royachoti, but they seemed to have been fairly taught in most subjects. At Voilpaud there were 27 boys, and the results of my examination were tolerably satisfactory except in Arithmetic. At Madanapallee also the pupils acquitted themselves fairly. This school is divided into four classes, and has reached a higher standard than those above mentioned.

62. *Village Schools.*—The number of pupils in schools of the lower class under inspection was 3,433 at the beginning of the official year, and 5,808 at its close. Of these 1,408 passed under one or other of the "Results Grants" standards. The numbers passed under each standard are the following: first standard 1,096, second standard 297, and third standard 15.

63 *Kurnool District Government Zillah School.*—The Government Zillah School at Kurnool is the only school of the higher class in the district. Mr. Boyle, who inspected this school, says: "With the lower classes I find little ground for unfavorable remark, and the general intelligence of the upper classes seemed to me to give good promise of future success. The weakest point of the pyramid is its summit, for the sixth-class boys appear to think that if they sit with their mouths and ears open for a certain number of hours daily, they will grow into scholars as they are growing into men. Meanwhile the results so far scarcely bear them out."

64. Of the six boys constituting the sixth class three succeeded in passing at the Matriculation Examination held in December last. This is not a great success, but is some advance on the results of previous years.

65. *Mr. Boyle's remarks on the teaching of History.*—In reporting on this school Mr. Boyle, who has on several occasions been appointed to examine for the University in History, made some remarks on the neglect of this subject in our Higher-Class Schools, which seem to me important, and from which I venture, therefore, to quote what follows:—"I speak from actual experience when I say that an intelligent answer which shows a critical knowledge of any historical subject is as rare as it is welcome to an examiner for the F. A. and B. A. Examinations. And the cause of this general neglect of History must, as it seems to me, lie in the apparent slight which is put upon it in the preparatory course for the Matriculation Examination. The mere naming of a particular History would probably be a feeble remedy, but let the University authorities take the study of History, the most valuable of all studies, under their patronage, warning candidates for Matriculation that to know Morris' History and nothing else is to be ignorant of Indian History, and the reform will speedily be effected from within by the students themselves."

66. *Government Taluq Schools.*—There are two Government Taluq Schools in this district at Nundikotkur and Koilguntla. When Mr. Boyle examined the school at Nundikotkur he found 19 boys present, divided

into two classes. He says, "Both classes passed a very fair examination in all subjects, and the state of the school, considerably improved during the year, does the master credit." In the Koilguntla School there were, at the date of Mr. Boyle's visit, 20 pupils divided into three classes. The results of the examination were unsatisfactory, and Mr. Boyle considered that the Head Master had neglected his duty. This master has since been removed.

67. *Private Middle-Class Schools.*—The following is a list of the Private Middle-Class Schools in this district:—

Locality.	How supported.	Number of Pupils in				Total.
		Fourth Class.	Third Class.	Second Class.	First Class.	
Nurnoor	Union School ...	...	5	7	8	20
Peapulle	Do. ...	...	5	11	29	45
Nundial	Do. ...	8	12	13	15	48
Cumbum	Municipal School.	...	4	12	40	56
Puttikondah ...	Private School ...	...	6	5	14	25
Yeldurty	Do. ...	6	5	9	7	27
Kurnool	Do. ...	...	19	23	13	55
	Total ...	14	56	80	126	276

68. These schools, with the exception of that at Kurnool, were all inspected by Mr. Boyle with the following results. The Municipal School at Cumbum was in a satisfactory state. The Acting Inspector says in reference to it: "considering the difficulties that necessarily attend the teaching and discipline of some 60 boys by two masters in a very narrow space, I think there is every reason to be satisfied with the state of the school and its recent progress." In the school at Nundial the answering in the third or highest class was good, but that of the second class very much the reverse, and the Assistant Master was to blame. The results were satisfactory at Yeldurty, but not so at Nurnoor, Peapulle, and Puttikondah. The school at Kurnool receives a grant under the system of payment for results. At the last inspection the grant earned was Rupees 112-8-0.

69. *Village Schools.*—The number of pupils in schools of the lower class under inspection was 3,131 at the beginning of the year and 3,961 at its close. Of these, 777 passed under one or other of the results grants standards. The numbers passed under each standard are 384 under the first standard, 253 under the second, 108 under the third, and 32 under the fourth.

70. *Nellore District Free Church School.*—The only school of the higher class in the Nellore District is the Free Church Mission School in the town of Nellore. Under the able management of the Rev. Mr. Macmillan this school is making good progress. Eight pupils passed at the last Matriculation Examination, and this must be looked on as a very satisfactory result. My inspection was in February last. I gave the senior class two papers, one on English and another on Mathematics. The answers to the former were rather poor, and the average of marks gained, 26 per cent., is low, the University requiring a pupil to gain 33 per cent. in order to

enable him to pass. But these boys had a year before them in which to prepare for Matriculation, so that if they work hard many may pass. The paper on Arithmetic and Euclid was answered remarkably well, the average marks being 42 per cent. of the total, and if these boys do not fail in Algebra (a subject in which I did not examine them), they ought, nearly all to pass in Mathematics. The junior classes passed on the whole a fair examination, but were rather weak in Arithmetic and Geography, and in the third and fourth classes the Spelling was not so good as it ought to have been.

71. *Middle-Class Schools.*—The following is a list of the Middle-Class Schools for boys in this district :—

Locality.	How supported.	Number of Pupils in					Total.
		Fifth Class.	Fourth Class.	Third Class.	Second Class.	First Class.	
Cavally	Union School ...	...	10	12	11	17	50
Allur	Do. ...	...	...	12	10	21	43
Kaligherry	Do. ...	...	...	12	18	12	42
Brahmanakraka ...	Do. ...	...	...	9	11	13	33
Gudur	Do. ...	8	8	10	12	20	58
Rapur	Do. ...	...	...	6	4	33	43
Naidupett	Do. ...	8	11	8	6	56	89
Kundukur	Do. ...	...	...	11	13	76	100
Varigondah ...	Do. ...	...	...	...	9	19	28
Kulluru	Do. ...	...	...	5	7	32	44
Chinna Analur ...	Do. ...	...	...	6	5	14	25
Buchareddypaliem ..	Do. ...	9	17	10	14	11	61
Venketagherry ...	Do. ...	...	8	9	15	19	51
West School, Nellore	Municipal School. ...	...	19	42	18	34	113
Ongole	Government School.	...	...	22	16	23	61
	Total ...	25	73	174	169	400	841

72. Of these schools, I examined nine during my tour in the district, and I have reports on the rest from the Deputy Inspector, Mr. Cotiah Chetty.

73. *Government Anglo-Vernacular School, Ongole.*—In the Government School at Ongole there were 68 boys on the rolls, of whom, however, only 52 were present. The school is divided into three classes, and the pupils in the highest class were reading in English the Poetical Selections No. I., and had got as far as Vulgar Fractions in Arithmetic. These boys read their text-books pretty well, and understood the meaning; they had also some knowledge of Geography, but their Writing from dictation was poor, and their Arithmetic altogether unsatisfactory. The second class did very fairly in all subjects. Of the 29 boys present in the lowest class, about half answered satisfactorily, and the rest were beginners. The Collector of Nellore is of opinion that, as this is the only Government School in the Nellore District, masters ought to be appointed on somewhat higher salaries, and the standard of instruction raised. This seems to me to be a very reasonable request, and, as the Head Mastership is now vacant (no competent person having replied to my advertisement in the Gazette), I trust you will give it your favorable consideration.

74. *Other Middle-Class Schools.*—The other Middle-Class Schools set down

in the list are all supported by Local Funds, with the exception of one, which is a Municipal School. It will be observed that of the aggregate number of pupils, nearly 50 per cent. are in the first or lowest class. Some of these schools are, it is true, divided into four and even five classes, but these cannot be said to rise to the standard of the corresponding classes in a Government School.

75. Of the schools inspected by me, those at Naidupet, Gudur, and Venketagherry passed a satisfactory examination, but the results were very poor at Allur, Kavali, Kandukur, and Kaligiri; and from the Deputy Inspector's reports I gather that he was satisfied with the teaching at Rapur and Buchireddipaliem, but not so with that at Kulluru, Varigonda, Brahmanakraka, and Chinna Analur. A project set on foot by Mr. VansAgnew and myself for the improvement of these schools has been already mentioned in paragraph 29 of this report.

76. *Union Schools, Lower Class.*—Twenty-one Union Schools of the lower class were opened during the course of the year. Thirteen Result Grant Schools were thus absorbed, and most of the masters of these schools were employed in the new schools constituted by the Local Fund Board. Sufficient time has not yet elapsed to allow of any opinion being formed of the advantage or otherwise of this change.

77. *Village Schools.*—The number of pupils in Lower-Class Schools under inspection was 4,541 at the beginning of the year and 5,371 at its close. Of these 539 are pupils in the 21 Lower-Class Union Schools just mentioned. Of the rest 834 passed during the year under one or other of the standards prescribed for payment for results—521 under the first standard, 211 under the second, 93 under the third, and 9 under the fourth. Considering that in this district many of the best Result Grant Schools were absorbed in the formation of Union Schools, these figures are, I think, satisfactory.

78. *Municipal Schools.*—Besides the schools above mentioned there are nine Municipal Schools of the lower class in the town of Nellore attended by 492 pupils. Of these schools, which were examined by me with the assistance of the Deputy Inspector, I was able to send you a very favorable report, and I may remark here that my objection to the opening of Union Schools all over the country to be supported by the Local Fund Boards does not apply to schools maintained by Municipalities, which are necessarily near to one another, and easily looked after. At the close of the examination of the schools under notice a meeting was held, at which the Collector presided, and after my report on the schools had been read Mr. VansAgnew distributed prizes to the most deserving boys.

79. *Girls' Schools.*—There are three Girls' Schools in the Nellore District, one for Christians in connexion with the Church of England at Nellore itself, one for Natives supported by the Free Church Mission, and one supported by the Local Fund Board at Naidupett. The standard attained in all these schools is very low, and the results in the case of the Free Church School were altogether unsatisfactory.

80. *Female Education.*—Female education is making but slow progress in this division. The total number of girls in schools under inspection is 564,

but of these 67 are East Indians and 160 Native Christians, and of the remainder a good many are found by twos and threes in the Village Schools intended mainly for boys.

81. *Mahomedan Schools.*—In compliance with the orders of Government special schools for Mahomedans were opened about the close of the year at Kurnool, Adoni, and Cuddapah. I have not yet been able to inspect these schools, but intend to do so very shortly. On the 31st of March the attendance was as follows:—

Kurnool	20 pupils.
Cuddapah	22 do.
Adoni	4 do.

This statement would seem to show that the school at Adoni is an utter failure, but I believe that the smallness of the number at first was due to a misunderstanding. From the last accounts received the numbers are now—

Kurnool	27 pupils.
Cuddapah	24 do.
Adoni	24 do.

The course of study is at present purely elementary, and the Cuddapah School is the only one in which there is more than one class.

82. *Reports of Deputy Inspectors.*—The reports of the Deputy Inspectors, eight in number, are sent herewith.

APPENDIX A.

No. VII.

From J. TOWNSHEND FOWLER, Esq , F.S.A., Inspector of Normal Schools and Presidency Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Madras, 29th June 1873, No. 918.

I have the honor to send on my general report for the official year 1872-73.

2. There were in the division, at the end of the year, 972 schools with 33,527 pupils.

Of the 33,527 pupils—

295	are	Europeans.
2,630	,,	East Indians.
1,683	,,	Native Christians.
27,715	,,	Hindus.
1,201	,,	Mahomedans.

3. Of the entire number—

13,663	receive instruction in	English.
25,297	,,	Tamil.
4,557	,,	Telugu.
559	,,	Hindustani.
61	,,	Persian.
24	,,	Arabic.
235	,,	Latin.
14	,,	Greek
185	,,	Sanskrit.
7	,,	French.

4. Of the 972 schools—

22,	with	1,722	pupils,	are Government for general instruction.
4,	,,	90	,,	Government Normal Schools.
29,	,,	4,608	,,	Mission Schools.
30,	,,	4,095	,,	other than Mission Schools.
876,	,,	22,428	,,	Village and Elementary Mission Schools.
2,	,,	265	,,	schools supported partly from Provincial and party from Local Funds.
6	,,	161	,,	schools entirely supported from Local Funds.

5. Classifying the schools differently—

4	are	Normal Schools.
4	have a	Collegiate Department.
19	are of the	first class.
67	,,	second class.
882	,,	third class.

6. Out of the whole number of 33,527 pupils, 4,329 are girls, of whom—

120	are	Europeans.
1,300	,,	East Indians.
370	,,	Native Christians.
2,539	,,	Hindus.

7. The following figures compare the last five official years in some important particulars—

——	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.
1. Total Number of Pupils	16,064	20,988	23,026	25,841	33,527
2. Number of Europeans	347	346	315	303	295
3. Do. of Native Christians ...	1,422	1,847	1,450	1,482	1,683
4. Do. of Girls	3,040	3,514	4,039	4,292	4,329
5. Do. learning English ...	11,048	12,200	12,847	12,899	13,663
6. Do do. Latin	237	271	349	311	235
7. Do do. Telugu... ...	2,235	1,881	3,093	3,615	4,557
8. Do. do. Tamil	10,680	15,449	16,525	13,529	25,297
9. Do. do. Hindustani ...	500	493	493	595	599

8. The increase in numbers since the close of the official year 1868-69, or in four years, has thus been over 100 per cent., the most rapid increase having been during the year under report, in which the numbers rose from 25,841 to 33,527. This increase has been entirely in Primary Schools receiving, or qualifying for,* grants under the system of payment for results, which will be treated of in detail.

One other noticeable feature may be referred to Paragraph 2 shows 1,204 to have been the number of Mussulmans under instruction in the division on the 31st March last, about double the number of previous years, while only 599 pupils were, on the same date, receiving instruction in Hindustani. This arises from the fact that some 600 of these Mahomedans, or nearly one-half, are receiving their education in schools, mostly elementary, in which no provision is made for giving them instruction in their own language. Of some of them, however, the vernacular is Tamil, so that the deprivation is not so great as at first sight appears.

9. The financial particulars for the Government Schools in the division for four years are shown by the following figures:—

——	1869-70.			1870-71.			1871-72.			1872-73.		
	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
Total expenditure	73,143	10	1	76,099	15	0	76,370	3	2	74,686	11	10
Received from Government...	66,029	0	2	68,418	11	11	71,622	9	6	71,322	11	2
Receipts from fees and fines...	12,628	7	6	11,884	12	3	13,276	9	0	13,056	10	0

The receipts from fees have thus fallen off slightly, owing, doubtless, to the decrease in the numbers due to the increased rates of fee.

10. The following figures are for schools receiving, or preparing to receive,* aid from Government:—

* Every year, for some time to come, there will be a number of elementary schools under this head. They are schools, already in existence, which are brought under the Inspecting Schoolmasters, and then adopt improved books and methods, keep registers, &c, become, in fact, conducted on a better system, under which, however, they must work several months, at least six, before they become eligible for examination; hence all coming in after September are, for that official year, simply *preparing to receive grants*.

For Aided Schools.	1870-71.			1871-72.			1872-73.		
	RS	A.	P.	RS.	A.	P.	RS.	A.	P.
Total outlay (including Government Schools)	3,56,253	5	0	3,34,736	0	0	4,20,571	10	2
Grants from Provincial and Local Funds	1,06,901	9	8	1,08,374	0	0	1,22,983	13	7
Total outlay by Managers of Private Schools	2,49,351	11	4	2,26,362	0	0	2,97,587	12	7
Receipts from fees and fines ...	90,262	6	5	1,07,869	0	0	1,30,801	0	10

The increase in numbers of about 7,700 pupils has thus been accompanied by an increase in expenditure of nearly 86,000 rupees, of which increase the share paid by grants-in-aid amounts to Rupees 14,609.

The increase in receipts from fees, to the amount of nearly Rupees 27,000, is a satisfactory feature.

11. *Results' Schools.*—The following statement I have prepared with care to show the extension of the work of primary education in the division during each quarter of the year:—

Statistics of Result Schools in the Presidency Division for the official year 1872-73 (including the Municipality of Madras).

Circle.	Range.	Deputy Inspector	Inspecting Schoolmaster.	Class of School.	Schools under Inspection on the 31st March 1872.	Schools under Inspection on the 30th June 1872.	Schools under Inspection on the 30th September 1872.	Schools under Inspection on the 31st December 1872.	Schools under Inspection on the 31st March 1873.	Number of Scholars on the 31st March 1872.	Number of Scholars on the 30th June 1872.	Number of Scholars on the 30th September 1872.	Number of Scholars on the 31st December 1872.	Number of Scholars on the 31st March 1873.	Increase during the year. Schools.	Increase during the year. Pupils.	Amount of Grants sanctioned during the year.
	Chingleput District																
Saidapettah.	Trivellore ...	P. Vejiarunga Mudaliar.	M Janakiramiah ...	*A. V	19	16	18	16	18	654	564	611	576	375	b—1	—279	
				V.	88	79	100	105	a86	1,980	1,667	2,060	2,100	a1,932	b—2	—48	
	Ponneri ...		T. V. Saminadiah ...	A. V.	...	3	4	8	8	...	127	75	140	140	8	140	
				V.	14	44	69	81	62	282	615	914	1,157	1,187	48	905	
			Total for the Saidapettah Circle		121	142	191	210	174	2,916	2,974	3,660	3,973	3,634	53	718	Rs A P Local Funds ... 3,496 12 0
Chingleput.	Conjeveram ...	P. Venkataramiah.	P. Parthasarady Iyengar.	A. V.		81	96	13	14	...	2,113	2,337	493	509			
				V.				82	93				1,912	2,257			
	Madurantakam..		Narrayanasami Iyer.	A. V.		33	53	7	9	...	871	1,265	211	267			Rs. A P. Provincial Funds. 230 8 0 Local Funds C. Circle .. .. 2,871 12 0 Local Funds Conjeveram Munpy . 1,022 12 0
				V.				58	73				1,401	1,713			
			Total for the Chingleput Circle...		76	114	149	160	189	2,222	2,984	3,602	4,017	4,746	113	2,524	Rupees .. 4,125 0 0
			Total for the Chingleput District		197	256	340	350	363	5,138	5,958	7,262	7,990	8,380	166	3,242	Rupees 7,621 12 0

South Arcot District																	
Cuddalore.	Cuddalore ...	S. Sophier.	C. S. Rungasamy Pillai.	A. V.	16	20	23	23	34	555	619	699	680	948	18	393	
				V	60	67	70	76	75	1,446	1,577	1,645	1,702	1,771	15	325	
	Villapuram ...		M. Murugasen ...	A. V.	12	11	11	11	10	250	261	248	247	185	—2	—65	
				V.	52	55	65	65	77	867	1,024	1,220	1,314	1,493	25	626	
	Trikalore ...		C. Appaniengar ...	A. V.	3	4	6	6	12	49	86	124	200	268	9	219	Rs. A. P. Provincial Funds. 457 12 0 Local Cud. Circle. 3,461 12 0 Do. Mnpy. 678 12 0
				V.	9	34	44	47	58	166	618	800	1,007	1,306	49	1,140	
			Total for the Cuddalore Circle		152	191	219	228	266	3,333	4,185	4,736	5,179	5,971	114	2,638	Rupees 4,598 4 0
Virdachellum.	Virdachellum ...	O. Appiah Sastri.	K. Krishnia... ...	A. V.	..	3	3	10	22	...	567	773	244	608			
				V.	..	24	35	46	48				761	901			
	Chellambrum ...		S. Narayanasami Iyengar	A V.	...	10	17	16	18	...	1,309	1,592	522	548			
				V.	...	42	50	55	63				1,193	1,339			Rs. A. P. Provincial Funds. 584 8 0 Local Funds ... 1,656 4 0
			Total for the Virdachellum Circle.		73	79	105	127	151	1,809	1,876	2,365	2,720	3,396	78	1,587	Rupees 2,240 12 0
			Total for the South Arcot District		225	270	324	355	417	5,142	6,061	7,101	7,899	9,367	192	4,225	Rs. A. P. Rupees 6,839 0 0
			Municipality of Madras.		34	...	...	...	48	1,852	...	...	...	2,517	14	665	Provincial Funds. 1,321 12 0 Municipal do. 3,672 12 0
			Grand Total for the Division ...		456	526	664	725	828	12,132	12,019	14,363	15,889	20,264	372	8,132	c Rupees 19,355 4 0

* A. V.—Anglo Vernacular.
V.—Vernacular.

a. This includes 8 schools with 286 pupils under the management of the Rev. P Schaffter, with which the Inspecting Schoolmaster has nothing to do. The figures are included to give the correct totals for the circle.

b. The minus sign (—) indicates a *decrease*.

c. This is not the amount *drawn*, as money *sanctioned* in 1871-72 was not drawn till 1872-73 : and some *sanctioned* for 1872-73 will be *drawn* in 1873-74.

12. Some numbers are wanting in the above for the first quarter, as some of the ranges were organized during that period.

The general increase during the year is, it will be seen, in schools 372 and in scholars 8,132. The Cuddalore Circle, under S. Seshaiya, Deputy Inspector of Schools, whom I have before commended for his zeal, activity, and success in extending and consolidating primary education, takes precedence both absolutely and comparatively; it made greater progress during the year, and it had a larger number of schools and scholars than any other circle at its close.

P. Venkataramiah also did good work in the Chingleput Circle, raising the number of schools from 76, with 2,222 pupils, to 189, with 4,746 pupils.

The Virdachellum Circle, under C. Appiah Sastri, follows at a long distance with 73 schools and 1,809 pupils, increased to 151 schools with 3,396 pupils.

In the Saidapettah Circle the increase was least. Indeed in the Trivellore Sub-division of it there was an actual decrease during the year of 3 schools and 327 pupils. Communications extending throughout the year have dwelt on the impossibility of the Deputy Inspector in Madras attending to work in the Saidapettah Circle. And, when to this it is added that the Deputy Inspector was on leave for three months of the year, small progress made in the circle will not be difficult of explanation.

13. During the year 444 Results' Schools were actually aided, and 388 were under improvement with a view to being examined for grants. The total amount of grants sanctioned during the year amounted to Rupees 19,355-4-0. The following table gives particulars :—

Table of Results' Grants sanctioned in 1872-73 *for the Presidency Division.*

Districts.	Circles	Number of Schools for which Grants were sanctioned during the year.	Attendance in these Aided Schools during the year.	Number of Schools under Improvement, but not aided during the year.	Attendance in these Unaided Schools during the year.	Amount of Grants sanctioned during the year.			Amount of Grants actually drawn during the year.		
						From Provincial Funds.	From Municipal Funds.	From Local Funds.	From Provincial Funds.	From Municipal Funds.	From Local Funds.
						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
	Madras Municipality.	48	1,914	...	...	1,321 13 0	3,572 12 0	... .	1,321 12 0	1,901 0 0	... ...
Chingleput	Saidapettah	91	1,776	83	1,072	... ...	... ...	3,496 12 0	... ...	... ...	4,886 0 0
	Chingleput	97	2,909	92	1,837	230 8 0	1,022 12 0	2,871 12 0	... ...	1,840 12 0	4,337 8 0
South Arcot ...	Cuddalore	149	3,516	121	2,039	457 12 0	678 12 0	3,461 12 0	457 12 0	678 12 0	3,461 12 0
	Virdachellum ...	59	1,194	92	1,569	584 8 0	... ...	1,656 4 0	584 8 0	... ...	1,632 12 0
	Totals ...	444	11,309	388	6,517	2,594 8 0	5,274 4 0	11,486 8 0	2,364 0 0	4,420 8 0	14,318 0 0

14. The following is a summary of Results' Grants sanctioned in the Presidency Division for 1872-73 :—

Circle.	Number of Schools for which Grants were sanctioned.	Attendance in these Schools.	Amount of Grants sanctioned.	Average Grant per School.
			RS. A. P.	RS. A. P.
Madras Municipality	48	1,914	4,894 8 0	101 15 6
Saidapettah Circle	91	1,776	3,496 12 0	38 6 10
Chingleput do	97	2,909	4,125 0 0	42 8 5
Cuddalore do	149	3,516	4,598 4 0	30 13 9
Virdachellum do	59	1,194	2,240 12 0	37 15 8
Grand Total ...	444	11,309	19,355 4 0	43 9 6

The average grant per school was thus a good deal more than twice as great within the Municipality of Madras as in the districts, a result easily accounted for by the fact that in Madras only such schools were examined as were of some standing and came forward to solicit inspection, while in the country the Inspecting Schoolmasters penetrate into every village and induce the teachers to work their boys up to the prescribed standards. The actual *advance* in the standard of elementary instruction has thus been greater out of Madras than within the town. To stimulate and improve the hundreds of Elementary Schools in Madras a separate agency is urgently needed.

Calculating from the attendance, the cost of the aid per pupil for the year was Rupees 1-11-4.

15. The next statement shows the number of pupils passed under each standard in each circle and in the division.

Results' Schools Return for 1872-73.

Number of Pupils who passed under each Standard.

Standard.	Circle.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Number in the Vernaculars.					Number in English or Extra Language.			Number of Girls presented for Examination.
				Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Reading.	Writing.	Grammar.	
First	Madras Town	48	507	243	137	361	...	...	3*	5*	5*	137
	Saidapettah...	90	841	577	672	569	...	...	...	...	...	39
	Chingleput	28	884	569	640	637	...	...	...	...	...	9
	Cuddalore	141	1,240	602	1,037	746	...	...	...	...	...	27
	Virdachellum	56	485	267	367	286	...	...	...	...	...	3
	Total ...	363	3,957	2,258	2,853	2,599	...	...	3*	5*	5*	215
Second	Madras Town	40	399	261	288	222	...	...	4*	4*	3*	76
	Saidapettah...	55	390	318	337	228	...	...	...	...	...	3
	Chingleput	40	533	351	450	364	...	...	...	...	...	12
	Cuddalore	81	456	192	881	355	..	...	...	...	...	13
	Virdachellum	29	250	137	206	162	...	...	...	...	...	4
	Total ...	245	2,028	1,259	1,662	1,331	...	...	4*	4*	3*	108
Third	Madras Town	27	252	123	167	98	62	94	86	110	5*	55
	Saidapettah...	31	183	108	119	74	28	86	33	57	...	1
	Chingleput	22	191	122	169	101	55	83	25	52	...	4
	Cuddalore	45	228	86	210	159	41	74	35	70	...	4
	Virdachellum	20	154	82	132	73	27	43	12	11	...	...
	Total ...	145	1,008	521	797	505	213	380	191	300	5*	64
Fourth	Madras Town	7	78	33	41	5	6	30	31	51	8	24
	Saidapettah...	5	19	15	15	7	4	4	5	9	4	...
	Chingleput	7	37	29	30	5	16	12	8	26	5	2
	Cuddalore	17	72	25	62	20	24	21	22	39	15	...
	Virdachellum	6	42	38	42	20	27	30	5	10	4	...
	Total ...	42	248	140	190	57	77	97	71	135	36	26

* These would be English-speaking children, as English is not recognized under the First and Second Standards; nor is English Grammar under the third.

16. The preceding table shows that of 3,957 examined under the *first* or lowest standard—

2,258 passed in Reading.
2,853 do. Writing.
2,599 do. Arithmetic.

Reading, as might be expected, proved the most difficult of the tests, since it includes "the meanings of words."

17. Under the *second* standard 2,028 were presented for examination, of whom—

1,259 passed in Reading.
1,662 do. Writing.
1,331 do. Arithmetic.

Reading again proving the most difficult, though but little more so than Arithmetic, which includes Subtraction, Multiplication, and Division with the whole Multiplication Table, while, in the first standard, it is limited to Notation, easy Addition, and the Multiplication Table to five times five.

18. Under the *third* standard 1,008 were examined, of these—

521 passed in Reading.
797 do. Writing.
505 do. Arithmetic.

Reading and Arithmetic thus proving of almost exactly equal difficulty, while the Writing was comparatively easy, the percentage of failure being something less than 21.

Under the third standard come in the two additional subjects of Grammar and Geography in the Vernacular, and Reading and Writing in a second language, that is English, for the vast majority. In these additional subjects there was a very large amount of failure, for of the 1,008 pupils presented for examination, only—

213 passed in Grammar.
380 do. Geography.
191 do. Reading (English).
300 do. Writing (do.)

Grammar is naturally the most difficult subject. In Geography not much more than a third of the pupils passed, which indicates very bad teaching in the subject, for all that is required is "the Geography of the district in which the school is situated." In most Indigenous Schools Geography is, however, an unknown subject, and failure in the earlier attempts to introduce it is not to be wondered at. The new edition of the "Short Account of the Madras Presidency," with a map of every district, showing the circles and Taluqs, with the towns and means of communication, will place in every master's hands a book that he can hardly help using with some degree of intelligence. This the School Book Society is now preparing, and it should be available before long.

The figures for English Reading and Writing, while they show the limited number of pupils possessing the knowledge required to pass, do not indicate the amount of *failure* that might at first be inferred, since many third-

standard pupils are not presented for examination in English, the teachers despairing of their gaining the required knowledge, while they are qualified in the Vernacular portions of the standard.

19. Forty-two schools presented 248 scholars under the fourth standard. Of these—

140	passed in Reading,	Vernacular.
190	do. Writing,	
57	do. Arithmetic,	
77	do. Grammar,	
97	do. Geography,	
71	do. Reading,	English.
135	do. Writing,	
36	do. Grammar,	

The failure in Arithmetic varies greatly in the different ranges. In the town of Madras only five passed out of 78 presented, and in Cuddalore 20 out of 72, while in Virdachellum 20 passed out of 42. The standard of examination must thus, as I conclude, have varied very greatly. This I shall take immediate steps to prevent the repetition of, and, while dealing with this subject, shall equalize the standard of examination in every subject in every grade in a more systematic manner than has yet been done.

The failure in English Grammar is conspicuous. In my examinations I have usually found the boys to know nothing of Syntax, though "The Syntax of simple sentences" is laid down. The words "application to be made to the reading book," some, at least, of the teachers appeared to have entirely ignored.

20. During the year there have been cases where a difference of opinion has arisen as to the grade of a school, owing to a few boys passing under the fourth standard. In such a case it is usual to rank the school in the lower class. This, however, throws on Local or on Municipal Funds the burden of paying for some middle-class *instruction* that is attempted in what are still essentially *Lower*-Class Schools. Seeing that Local Funds are chargeable only with the cost of *elementary* education, it seems to me that in all such cases the Local Fund Board or the Municipality, as the case may be, might fairly deduct from the total of the grant passed by the Educational Officer the amount of it which is on account of pupils examined under the fourth standard, as that portion is really for work of a middle-class character, though the quantity of this work is not sufficient to warrant the ranking of the school in the middle class.

I see, too, a considerable prospective educational gain likely to result from this course, viz., the securing of much greater soundness in the best of the Elementary Schools. At present the comparatively high rates of the grants* for pupils passed under the fourth standard induces masters to push

* The following is a statement of the grants to pupils passed under the several standards.

Standards.	Vernacular.						English or Extra Language			
	1	2	3	4	5		6	7	8	
	Reading.	Writing.	Arithmetic	Grammar.	Geography.	Total Rupees.	Reading	Writing	Grammar	Total Rupees.
First Standard	1	½	1			2½				
Second do	1½	1	1½			4				
Third do	2	1	2	1	½	6½	2	1		3
Fourth do	3	1	3	1½	1½	10	3	1½	1½	6

boys on who are not qualified to read the subjects prescribed for it; while, if all grants under the fourth standard were disallowed by Local Fund Boards and Municipalities, schoolmasters would perceive that their interests lay in presenting an efficient third-standard class instead of an inefficient one under the fourth standard. Their teaching would be directed to securing thoroughness in the third standard, primarily it might be, with a view to their own interests, but conducing also, as is so often the case, to the true interests of their pupils and of education generally.

21. The next statement gives the number of pupils in Results' Grants' Schools passed in Reading alone, in Writing as well as in Reading, and in Reading, Writing, and Arithmetic conjointly, in the Presidency Division in 1872-73:—

Standard.	Circle.	Total Number presented for Examination.	Number passed in		
			Reading alone.	Both Reading and Writing.	Reading, Writing, and Arithmetic.
First	Madras Town ...	507	5	62	260
	Saidapettah Circle ...	841	35	96	432
	Chingleput do. ...	884	30	56	431
	Cuddalore do. ...	1,240	13	33	537
	Virdachellum do. ...	485	10	55	194
	Total ...	3,957	93	302	1,854
Second	Madras Town ...	399	15	66	169
	Saidapettah Circle ...	390	24	85	169
	Chingleput do. ...	533	16	57	268
	Cuddalore do. ...	456	5	14	106
	Virdachellum do. ...	250	3	17	114
	Total ...	2,028	63	239	826
Third	Madras Town ...	252	14	71	55
	Saidapettah Circle ...	183	10	33	49
	Chingleput do. ...	191	1	29	79
	Cuddalore do. ...	228	...	21	69
	Virdachellum do. ...	154	3	31	46
	Total ...	1,008	28	185	298
Fourth	Madras Town ...	78	4	34	5
	Saidapettah Circle ...	19	2	8	4
	Chingleput do. ...	37	4	18	5
	Cuddalore do. ...	72	...	17	18
	Virdachellum do. ...	42	...	20	18
	Total ...	248	10	97	50
	Grand Total ...	7,241	194	823	3,028

22. *Municipality of Madras.*—Officers for the town of Madras I have already spoken of as necessary for the advancement of primary education, and the question of their appointment has for some time been before Government. The Deputy Inspector of Schools writes as follows:—

"According to an account taken in the beginning of 1872 by officers of the Educational Department under my superintendence, there are no less than

577 Elementary Schools in the town of Madras. Of these, only 45, or less than eight per cent., have been as yet brought under inspection; and when it is remembered that no less than 35 of them either belonged to Missionary Societies, or were organized by Committees of Native gentlemen, the Indigenous Pial Schools of the town can scarcely be said to have been touched by the Educational Department. It is more than a year since Government directed the appointment of two Inspecting Schoolmasters for the town of Madras with the object of improving these schools, and the Municipality have not as yet thought proper to do so. In my report for the year 1871-72 I recommended the appointment for the town of Madras, of at least *four* Inspecting Schoolmasters without any loss of time. I have now again to urge upon the consideration of the Municipal Commissioners the necessity for that measure. I need hardly mention that one of these Inspecting Schoolmasters ought to be a Mahomedan, and able to improve and examine the Mahomedan Schools, of which there seem to be no fewer than 60 in the town."

23. The Deputy Inspector next refers to an important matter—delay and trouble in the payment of grants. He says: "Before concluding my account of the schools in the Municipality of Madras, I feel it incumbent upon me to recommend strongly that steps be taken to prevent managers of Elementary Schools looking to the Municipality for any aid which they may apply for on behalf of their schools. It is only reasonable that the Municipality should pay all grants on account of Elementary Schools, but from my experience of the past two years, I am disposed to think that the cause of elementary education would rather suffer than be advanced if managers of schools are forced, as they have been hitherto, to obtain direct from the Municipal Office the grants sanctioned on their account by the officers of the Educational Department. I do not know of a single case in which the bills passed by Inspectors and duly countersigned by the Director of Public Instruction were paid by the Municipality as soon as they were presented by the managers or teachers. In some cases *months* elapsed before payments were made. Many bills were kept in the Municipal Office for *several* days and then returned to the managers with the endorsement that '*funds were not available.*' Teachers and managers of Elementary Schools were put to much annoyance by this unnecessary and vexatious delay, and, as a matter of course, a feeling of discontent has been created. Again, when Inspectors, after carefully examining the boys of a school, rank it in the lower class, and the Director of Public Instruction, after due inquiry, endorses such a classification, the President of the Municipal Commission returns the bill *to the managers* with the endorsement that the school ought to be ranked in the middle class and that aid ought to be sought from Government. The President does not think it necessary at least to ask the officers of the department for an explanation in such cases. I beg to submit that such a procedure compromises the position of Inspecting Officers in the eyes of teachers and managers; I beg, therefore, strongly to recommend that all grants on the results' system be paid in the first instance from Government Treasuries, and that the amount paid on account of Elementary Schools be afterwards recovered from the Municipality by adjustment, as it is now done in the case of the salaries of Deputy

Inspectors. I understand that a similar course was followed when the Municipality had to contribute to the Police Establishment of the town. I feel assured that unless speedy and unequivocal payment of bills signed by Inspectors and duly passed by the Director of Public Instruction is guaranteed, the cause of elementary education is likely to suffer in the town of Madras."

This is an important question. I certainly agree with the Deputy Inspector that it would be for the interests of education that all payments should be made from Government Treasuries, and the accounts be adjusted afterwards. The disagreement in opinion as to the grade of a school I have, I think, suggested the means of obviating in the twentieth paragraph.

24. *Saidapettah Circle.*—The following extract indicates difficulties under which the Saidapettah Circle labored during the year :—

"During the year under report the Village Schools in the Saidapettah Circle worked under a very great disadvantage. Books were not supplied to them till one-half of the year elapsed. Government directed the Local Fund Board to arrange for supplying the Inspecting Schoolmasters in the circle with the books required for the use of the schools under them, and it took that Board *six months* to make the necessary arrangements. When the President of the Board supplied me with funds for the purpose in September last, some of the principal books had been exhausted in the Central Depôt, and were in print. One of the Inspecting Schoolmasters still complains that he has not received all the books ordered to be supplied to him. When it is remembered that it is only when the Inspecting Schoolmasters visit these schools in their periodical tours that the boys have an opportunity of buying the required books, it will be seen that it would take a considerable time, after these officers get their supply, for the books to reach all the schools.

"The Saidapettah Circle had another disadvantage during the year. While each of the other circles in the Presidency had the whole time of one Deputy Inspector devoted to it, the Saidapettah Circle remained in charge of one who had other very heavy works assigned to him, and who was not able to spend more than 38 days in the whole year in visiting the schools in it. It cannot, therefore, be expected that the results of the Saidapettah Circle would bear favorable comparison with those of other circles. With these great drawbacks the results above detailed I consider to be satisfactory."

25. In recently addressing the President of the Local Fund Boards, Saidapettah, with reference to the difficulty about books, I said :—"Now that the system for supplying books has got into working order, I trust the hindrances mentioned in paragraph 24 will not recur. It would be a very poor economy to keep in hand a small sum that should be laid out in books (to be repaid, however,) and so mar the efficiency of the schools on which the annual expenditure by the Board may amount to several thousand rupees."

26. *Chingleput Circle.*—The following are extracts from Deputy Inspector Venkatramiah's report on the Chingleput Circle of the Chingleput District :—

"On the 31st March 1872 we had under inspection 76 schools, giving instruction to 2,222 pupils; 26 schools, with 608 pupils, were since withdrawn; 139 schools, with 3,132 pupils, since came under inspection. Thus on the 31st March 1873 there were connected with the department in the circle 189 schools attended by 4,746 pupils, of whom 62 are girls. To these must be added 3 other schools which were closed after the receipt of their grants for 1871-72."

27. Of the 192 schools, 100 were aided during the year, 92 received grants for 1872-73, and eight for 1871-72; 3 of these 8 schools were, as stated above, closed after the receipt of their grants; 5 more were examined, but were not included in the year's account, as they had failed to draw the money within the official year. It is also to be mentioned that 8 of the above-mentioned 92 schools had two examinations in the year, the first, of course, being due for 1871-72. The subjoined table shows the amount paid to these schools by the Municipal and Local Fund Boards during the year:—

From what Source.	For the year						Total Amount drawn during 1872-73.		
	1871-72.			1872-73.					
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Municipality of Conjeveram	864	0	0	976	12	0	1,840	12	0
Local Funds of the Chingleput Circle ...	1,530	12	0	2,806	12	0	4,337	8	0
Total ...	2,394	12	0	3,783	8	0	6,178	4	0

The 97 schools examined by me presented 1,645 pupils, including 27 girls. But for the following circumstance, a larger number might have come up and better results secured. The examination of most of the schools in Conjeveram Taluq for 1871-72 took place during the last month of that year; and by the time I had proceeded to examine them for 1872-73, they had scarcely completed their six or seven months' attendance. The consequence was that many of the boys neither obtained the required attendance, nor were thoroughly prepared in all the subjects.

28. The subjoined table gives at one view the results of my examination of the four standards:—

Standard.	Number of Pupils presented for Examination.	Vernacular.										English.					
		Reading.		Writing.		Arithmetic.		Grammar		Geography.		Reading		Writing.		Grammar	
		Number passed.	Per cent.	Number passed.	Per cent.	Number passed.	Per cent.	Number passed.	Per cent.	Number passed.	Per cent.	Number passed.	Per cent.	Number passed.	Per cent.	Number passed.	Per cent.
First	884	569	64	640	72	637	72	...	...	...	...	...	...	..	...	...	..
Second ...	533	351	66	450	84	364	68	...	...	...	...	...	...	...	...	...	...
Third ...	191	122	64	169	88	101	53	55	29	83	43	25	13	52	27	...	.
Fourth ...	37	29	78	30	81	5	14	16	43	12	32	8	22	26	70	5	14

It will be seen from the above that the results for the first and second standards are highly satisfactory, the proportion of passed to the presented being in each case above 60 per cent., and in one rising as high as 84 per cent.

The same cannot be said of the two other standards, especially of the Vernacular Grammar, Arithmetic, and English, in which subjects the pupils were remarkably deficient. This could not be helped in Elementary Village Schools. For Grammar, particularly in its application to the reading lessons, is too difficult for Village Masters to grasp. Failure in English arose from the pupils' inability to translate sentences other than those they have learnt in their books, while the extremely small number that passed in the fourth standard Arithmetic is to be attributed to that subject having been examined on paper, a method to which both the Village Masters and their pupils are perfect strangers. Similar remarks may be made on the English Grammar of the fourth standard, in which each boy was required to give the construction of certain words selected from their Readers. Again, the comparatively small number of pupils that came up for the two higher standards is accounted for by the fact that this circle, with the exception of the Conjeveram Taluq, is in its infancy of education, and that most of the Village Teachers are not competent to prepare their boys for such superior standards.

29. Amongst the numerous difficulties encountered by the Inspecting Officers in the working of the results' system, the following four deserve special mention:—

First.—The difficulty was in making the people understand the real intentions of Government, and divesting them of their prejudices against the system. The Conjeveram Taluq alone has been the scene of the labors of the Deputy Inspector Mr. Vijiarungam Mudaliar, and the other taluqs, viz., Chingleput and Madurantakum, remained in perfect ignorance, so much so that the people would not consider that our promise of grant after a certain time and examination was true and intended to be fulfilled. It was only after one or two masters actually returned with money from the treasury that they began to attach any value to our words. Thus it took some months before we could enjoy the confidence of the people and the masters.

Second.—The next difficulty was in prevailing upon Village Masters to work up their schools for the several standards. In the first place they object to printed books being substituted for cadjan leaves. The Village Teachers are in the habit of receiving from the parents certain presents for their trouble of copying out each book on the cadjan. It is for fear of losing these perquisites that they hesitate to give up their old custom. To overcome this difficulty we visit the same school over and over again, advise the master, point out the various advantages the printed copies have over manuscripts, and by these means induce him to provide his pupils with printed books. Before this is done we do not, as a rule, take any school under inspection. But if, by the time the master is disabused of his prejudices, and appears willing to purchase books, we happen to find no supply ready at hand, all our hopes of improving the school are defeated. Hence arises our third difficulty.

Third.—Want of a good and timely supply of elementary school books. For some time after the abolition of the colporteur system the circle was left without any agency to supply books to rural parts, and on my frequent representation of the matter to Mr. Fortey and to yourself, I was desired to

forward to the President of the Local Fund Board an indent for books urgently needed; accordingly books to the value of Rupees 40 and odd were received, but were found too inadequate to meet the demands of the circle. Again, on the 1st of July last, I was called upon by the Vice-President of this circle to furnish him with an indent of books required for sale. This indent was transmitted to the President after various objections and delays in the Circle Board, and at the end of a little less than four months a part of the books indented for was supplied to me. During this interval the difficulties experienced by the Village Teachers and the Inspecting Officers for want of books can be better conceived than described. We could not bring new schools under inspection, and, in consequence, the progress of elementary education was for a time much retarded. Some of the promising schools withdrew from inspection, many were not in a position to prepare for examination, while the teachers of a large number of schools were obliged to walk to the Central Book Depôt at Madras to purchase books, closing their schools for days together during their absence. Thus, by the time the books applied for were received, the demands for them grew less and less, till at last they could not be disposed of as easily as was expected. To give you an idea of the scantiness of the supply, and the unusual delay in procuring it through the Local Fund Board, I may here state that the indent to the Vice-President was forwarded on the *8th July*, a part of the supply was received on the *22nd October*, while the remainder was delivered to me only on the *10th instant.** All these difficulties will, I hope, come to an end if the district authorities would sooner or later give effect to the Proceedings of the Revenue Board regarding the establishment of taluq depôts. I also give below a list of books sold by the Inspecting Schoolmasters during the year:—

* April 1873.

Tamil.

400	copies of	the First Book of Lessons.
30	do.	Third do.
80	do.	Pope's First Grammar.
60	do.	Colenso's Arithmetic, Part I.
7	do.	do. do. II.
150	do.	Arithmetical Tables.

Telugu.

100	copies of	the First Book of Lessons.
12	do.	Colenso's Arithmetic, Part I.

English.

132	copies of	the First Book of Lessons.
32	do.	Second do.
30	do.	Elements of Grammar.

Fourth.—The other obstacle in the diffusion of learning is the want of a set of competent masters to give instruction in Village Schools. The villagers require a peculiar class of teachers; they cannot afford to maintain an efficient teaching staff, nor are they contented with what the old pial schoolmasters are able to teach. They want one who is able to instruct their children in the rudiments of English and Vernacular languages, and to obtain a supply of such men is attended with much difficulty. To avoid this Govern-

ment have already proposed to open training schools in each district; the sooner it is carried out the better.

30. The first of the above difficulties may be considered overcome. The second will continue in force with the masters who are too old to rouse themselves enough to benefit by our grants. To them the old style of easy going on, rewarded by presents, will possess attractions; and the hope of improvement lies in the opening of new schools under younger and better qualified teachers.

The difficulty about books has been a very serious one. A copy of the report has been sent to the Vice-President of the Local Fund Board, Chingleput, and I have drawn his attention to this matter.

32. The Local Fund Boards have deferred the establishment of a training school, considering that the one at Vellore can supply all the teachers required at present. As the Boards have established no schools of their own, of course they require no teachers; but the need for better teachers is not the less on that account. We really require trained men for all new primary schools that are opened, and these can only be forthcoming when every district has a Normal School supplying a large number annually. If Venkataramiah's remark, that "the villagers are no longer contented with what the old pial schoolmasters are able to teach," is well based, then there will soon be a supply of more or less qualified teachers to meet the demand hence arising. Training schools should be available to meet it fully with well qualified teachers.

33. There has been some trouble about the payment of grants of the kind complained of by Vijiarungam, particularly in the Conjeveram Municipality. Nothing is more injurious to the cause than delay in the payment of grants. It disheartens masters in schools already under improvement, and it prevents the masters of others from bringing their schools into connexion with this department.

34. *Cuddalore Circle.*—The Deputy Inspector says: "I think it well to state what the wants of the district were during the year 1871-72, and the difficulties in the way of progress, and how they were removed. During the first three quarters of the year above referred to we had but one Inspecting Schoolmaster for the whole circle; but about the end of the year a second was appointed, and at the beginning of the last official year a third. Thus we had for the year three Inspecting Schoolmasters to work with. The chief difficulty which impeded our progress during 1871-72 was the disinclination of some of the village schoolmasters to place themselves under Government inspection, lest they should meet with disappointment by the opening of Union Schools in their villages, and the consequent stoppage of results grants. This impression was strengthened during the year under report by the actual formation of unions by the Tahsildars on the request of the Collector. Add to this the complaint of the Village Schoolmasters that "parents refuse to pay them because the Government have undertaken that duty;" and this the Inspecting Schoolmasters of the circle say is true in some cases, and even state that villagers, in a few instances, go so far as to stop away their children at the time of examination simply through envy. With the exception of these, and the fact that the operations of the year were to some extent retarded by the delay there was in supplying the

Inspecting Schoolmasters with the necessary books, the work of the year went on smoothly enough.

35. During the year under review there were three cases of fraud in the circle, all within the Cuddalore Municipality, and I am glad to say they were detected, and the offenders duly punished. One man, the manager of a pretty large mixed school at Tripaplore, was made to forfeit half his grant, another lost his full grant for the year, while the third was made to forego not only his year's grant, but was rendered incapable of acquiring any for two years to come.

36. The number of schools under inspection on the 31st March 1872 was—

31 Anglo-Vernacular Schools, with 995 pupils.
121 Vernacular Schools, with 2,328 pupils.

The number enlisted during the year was—

36 Anglo-Vernacular Schools and
137 Vernacular Schools.

The number withdrawn from inspection was—

11 Anglo-Vernacular Schools and
48 Vernacular Schools,

which gives for the year under review—

56 Anglo-Vernacular Schools, with 1,401 scholars, and
210 Vernacular Schools, with 4,570 scholars,

making a total of 266 schools and 5,971 scholars.

Of these one is a Girls' School and 35 Mixed Schools, containing in all 151 girls.

This shows an increase of 114 schools and 2,648 scholars. One satisfactory feature in the working of the year is the number of withdrawals, which is much smaller than that of the previous year.

37. The subjoined table gives the number enlisted and withdrawn during the year in the different ranges of the circle:—

Ranges.	Number of Schools on the 31st March 1872.		Number enlisted during the year.		Number withdrawn.		Number remaining on the 31st March 1873.		Total.
	Anglo-Vernacular.	Vernacular.	Anglo-Vernacular.	Vernacular.	Anglo-Vernacular.	Vernacular.	Anglo-Vernacular.	Vernacular.	
Cuddalore ...	16	60	20	17	2	12	34	75	109
Villapuram	12	52	3	39	5	14	10	77	87
Trickaloro	3	9	13	71	4	22	12	58	70
Total ...	31	121	36	137	11	48	56	210	266

From the above it will be seen that the Trickalore Range Inspecting Schoolmaster has done the greatest amount of work. But the taluqs which are now under him had hitherto been almost untouched. Hence the necessity and the requisite time for the enlistment of new schools.

38. The number of schools examined during the year was 152, against 77* in the previous year, of which 149 drew their grants. Two schools forfeited the amounts due to them, because the masters thereof were guilty of fraud. One school has not had the certifying memorandum issued to it, for it is on the boundary line between the French and the English territories, and the majority of the boys reading in it are the subjects of the former Government. The question, therefore, of awarding a grant to the school is now before the Government. No school that was ready was left unexamined. The following table shows the number examined in each of the ranges of the circle :—

*110 Schools were examined in 1871-72 for the whole district.

Ranges.	Number of Schools examined.			Amount of Grant.						Average Amount per each School.								
	Anglo-Ver.	Vernacular.	Total.	Anglo-Vernacular.			Vernacular.			Total.			Anglo-Vernacular.			Vernacular.			Total.		
				Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Cuddalore .	22	46	†68	1,062	8	0	1,381	12	0	2,444	4	0	48	4	9	30	0	7	35	15	1
Villapuram.	12	*35	47	352	0	0	956	8	0	1,308	8	0	29	5	4	25	14	5	27	3	5
Trickalore .	4	30	34	207	8	0	638	0	0	845	8	0	51	14	0	21	4	8	24	13	11
Total ...	38	111	149	1,622	0	0	2,976	4	0	4,598	4	0	43	2	8	25	11	9	30	13	9

The total amount of grant actually disbursed during the year is Rupees 4,598-4-0, which is Rupees 1,742-4-0 over that for the circle in 1871-72, and Rupees 86 over that for the whole district. This, added to Rupees 33-12-0 undrawn during the year, gives a total of Rupees 4,632. This amount does not include Rupees 167-4-0 disallowed in consequence of the fraud detected in three of the schools.

39. Of the 152 schools examined, 4 were middle class, and the amount paid from the Provincial Fund is Rupees 457-12-0, exclusive of Rupees 104-4-0 disallowed. The amounts paid from the Local and Municipal Funds are Rupees 3,461-12-0 and Rupees 678-12-0, respectively. The amount paid this year, 1872-73, from the Provincial Fund for 1871-72 is Rupees 81, which is included in the sum of Rupees 457-12-0. The amount paid from the Local Funds for 1871-72 is Rupees 142-8-0. Consequently the sums disbursed from Provincial and Local Funds for 1872-73 are Rupees 376-12-0 and Rupees 3,319-4-0, making a total of Rupees 3,696, which, with the expenditure from the Municipal Funds, amounts to Rupees 4,374-12-0.

* This does not include the school on the boundary line between the French and the English territories.

† This does not include the two schools for which the grants were disallowed.

The table below shows the expenditure according to the ranges:—

Ranges.	From Provincial Funds.	From Municipal Funds.	From Local Funds.	Total.
	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
Cuddalore	329 12 0	678 12 0	1,435 12 0	2,444 4 0
Villapuram	*128 0 0	... ...	1,180 8 0	†1,308 8 0
Trickalore	... ...	... ...	845 8 0	‡845 8 0
Total ...	457 12 0	678 12 0	3,461 12 0	4,598 4 0

40. The average grant for each school is about Rupees 31 this year, against Rupees 41 the year previous, thus showing a decrease of Rupees 10. This is to be accounted for by the fact that many of the elder boys were not presented for examination, as they had previously passed the higher standards. Further, many of the teachers did not exert themselves as usual, as they were very doubtful of getting a grant at the end of the year. Besides, most of the Trickalore Range Schools were very elementary, having been under inspection but a very short time, *i.e.*, less than a year. Cuddalore Range had the highest grant, and Trickalore the lowest.

41. The number of pupils examined during the year was 1,996, 44 being girls. Dividing the total amount of grant by the number examined, we get an average of Rupees 2-5-0 nearly for each boy. This is half the cost of the cheapest of the Taluq Schools.

42. Of 1,996 pupils—

72 appeared for IV. Standard.
228 do. III. do.
456 do. II. do.
1,240 do. I. do.

The amount of grant awarded for each standard is—

Rs. 411 8 0 for IV. Standard.
,, 923 8 0 for III. do.
,, 1,203 4 0 for II. do.
,, 1,968 0 0 for I. do.
92 0 0 for Capitation and Needlework.

Total Rs. 4,598 4 0

Dividing the amount of grant by the number examined under each standard, we get the following averages:—

	RS. A. P.
For each boy of the IV. Standard	5 13 1
Do. III. do.	4 0 9
Do. II. do.	2 10 6
Do. I. do.	1 11 7

And the subjoined table gives the averages for each range:—

* For 1871-72 Rs. 81. † For 1871-72 Rs. 117-8-0. ‡ For 1871-72 Rs. 25

Ranges.	Average Grant for each Pupil of IV. Standard.	Average for III. Standard.	Average for II. Standard.	Average for I. Standard.	General Average for each Boy.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A P
Cuddalore	5 7 3	3 12 7	2 8 5	1 4 11	2 5 4
Villapuram... ...	6 7 2	4 9 1	2 11 2	1 10 6	2 5 5
Trickalore	... ...	4 9 11	2 15 2	1 13 0	2 2 1

Of the number examined, that passed under—

Reading alone is 18
Reading and Writing 85
Reading, Writing, and Arithmetic 730

This table gives the same for the four standards:—

Standards.	Number in Reading alone.	Number passed in Reading and Writing.	Number passed in Reading, Writing, and Arithmetic.
IV.	...	17	18
III.	...	21	69
II.	5	14	106
I.	13	13	537
Total ...	18	85	730

43. Of the 72 pupils that came up for the IV. Standard, the number passed in the different subjects is given in this table:—

Standard.	Number presented.	Reading.		Writing.		Arithmetic.	Grammar.		Geography.
		English.	Tamil	English.	Tamil.		English.	Tamil.	
IV.	72	22	25	39	62	20	15	24	21

This is fair in Writing, middling in Tamil Reading and Grammar, and bad in other subjects.

44. The subjoined table gives the same for the III. Standard:—

Standard.	Number presented.	Reading.		Writing.		Arithmetic.	Grammar.	Geography.
		English.	Tamil.	English.	Tamil.			
III.	228	35	86	70	210	159	41	74

The boys of this standard have done well in Arithmetic, 159 having passed out of 228. The results in Tamil Reading and Geography were middling, the rest being bad.

45. Of 456 boys presented under the II. Standard—

192 passed in Reading,
381 do. in Writing,
355 do. in Arithmetic,

which is "middling" for Reading, and "good" for Writing and Arithmetic.

46. One thousand two hundred and forty boys were presented for the I. Standard. Of these—

602 passed in Reading,
1,037 do. in Writing,
946 do. in Arithmetic,

or, in other words, the result for—

Reading was "pretty fair."
Writing was "excellent."
Arithmetic was "very good."

47. Of the 151 girls under instruction, 44 were examined during the year—

4 under the III. Standard,
13 do. II. do.
27 do. I. do.

and the amount of grant expended under the heads "Needlework" and "Capitation" was Rupees 92, that for general proficiency being Rupees 95-4-0.

48. At present there are no Union Schools in the circle; but it is expected some will be formed during the current year.

49. My opinion of the effect of the result system on education, formed on the day on which it was first introduced, still remains unaltered. It is not at all capable of educating those who stand in need of education. Of course, being a grant-in-aid system, it cannot be expected to do more; but that it is far better than the Salary "Grant System" for Lower-Class Schools is beyond all question. If we wish to touch the mass more closely, we must start our own schools under our own teachers, or teachers trained by us.

50. During the year under review a Caste Girls' School was started at Old Town, Cuddalore, by some of the inhabitants of the town. It has now been placed under the result system, and is conducted by a master and a mistress. The present number on the rolls is 35.

51. The total number of girls under instruction in the several Results' Schools of the circle is 151, against 56 in the previous year.

52. There were too many schools withdrawn from inspection, referring to which I have lately written to all the Deputy Inspectors that "it is most important for them to assure themselves that the monthly and quarterly returns sent in by the Inspecting Schoolmasters are thoroughly reliable, and represent schools and scholars actually under improvement. No school should be admitted unless there is a reasonable expectation of its permanency. By acting on this principle the progress may appear somewhat slower; it will, however, be real as far as it goes, and, therefore more satisfactory."

53. It will be observed from paragraph 49 that, notwithstanding the advance made, Seshia considers the result system "not at all capable of educating those who stand in need of education; but," he says, "that it is far better than the Salary Grant System for Lower-Class Schools is beyond all question. If we wish to touch the mass more closely, we must start our own schools under our own teachers, or teachers trained by us."

By "those who stand in need of education" I have ascertained that he means those who are regardless of it, and will make no exertions nor incur any expense to obtain it. In this sense the first part of the statement is true, since our plan has been to take up and improve existing schools; to aid, in fact, local exertions, which certainly seems to me to be based on sound principles. The figures in my eleventh paragraph show that, under this plan, considerable progress has been made, and the scope of our operations is gradually extending under it.

The best plan for giving stability to Elementary Schools, and at the same time securing their efficiency, appears to me to be some such combination of the "Salary" and "Result" Grant Systems as has been worked out by Mr. Garthwaite and adopted by the Local Fund Boards in Malabar. I am speaking of the principle, for I have not yet had time to examine the details of the scheme.

54. *Virdachellum Circle.*—The other division of the district of South Arcot constitutes the Virdachellum Circle under a separate Deputy Inspector. Besides Result Schools, it contains six Local Fund Schools, formerly Rate Schools; of these the Deputy Inspector writes:—

"So long as the Education Act was in force, these schools were under the management of a Local Committee empowered to collect the rates due under the Act and pay the teachers. The members of the Committee took, it appears, some interest in the schools so long as the power of collection and disbursement was in their hands. Even subsequent to those schools having been taken charge of by the Local Fund Board, there has been a Local Committee for the management of each school. But the members in the majority of cases are utterly indifferent to the interests of the school, and do nothing but sign the pay bill of the teachers with great difficulty, or grant leave to the teachers for a short period."

55. In the matter of leave-granting to the teachers there is a good deal of confusion. In some cases they apply and get leave from the Local Managing Committee for a short time. Sometimes they apply to me, requesting me to recommend leave without informing me of the previous leave obtained from the managers, and at other times, without informing any body of what had been done in the matter of their leave, apply to the President directly. When I lately saw the President I spoke to him about these irregularities, and requested him to frame a better set of rules for the guidance of the teachers. In agreeing with my requisition, the President told me that we should do well to wait till the Government should pass their final orders on the union scheme which was then lying before them. Further it is desirable that a copy of the progress return should be sent to me also every month. This year I hope will see all these rectified.

56. The following are these six schools in order of merit:—

	Pupils.
Boovanagherri	42
Mannargudi	36
Streemushnum	25
Paroor	18
Kumaratchi	20
Tillavandagum	20

Speaking generally they may be pronounced moderately efficient.

57. Of the Village Schools Appiah Sastri says: "The Village Schools occupy more time and attention of a Deputy Inspector than anything else.

"Towards the middle of the first quarter of the year under review, when I took charge of my office, I found that many of the schools represented as being under inspection in the Chidambaram Range were either dissolved or withdrawn from inspection. This was chiefly owing to the fact that the separate Inspecting Schoolmaster appointed for the range was not there immediately after the previous inspection to assist the teachers with advice and instruction at the commencement of their new year's course, but joined his duties only at the close of the first quarter. It was subsequent to this time that several new schools were established, and the existing schools, whose condition was very unsatisfactory, strengthened. In the Chidambaram Range the people are familiar with, and appreciate the result system, as it had been in force there for the last three or four years, and teachers of Village Schools were in many cases willing to place their schools under inspection and to be benefited by the exertions of the inspecting agency. Such being the case, and seeing that Chidambaram is an extensive taluq, I think it is capable of having many more schools."

58. On the other hand the case was quite different with the Virdachellum Range, where the people of the villages are completely uncivilized, and have no idea of the system of payment for results, inasmuch as there was no Aided School in the range with one exception (Naivaly) in a corner of the range. It was a very difficult business to induce the teachers of Village Schools to place their schools under inspection, for they thought that by our volunteering help there was some mischief at the bottom. Besides, after the Inspecting Schoolmaster had spent half a day in explaining to the people of a village the advantages of a systematic education, some would upset the whole by a few silly words, such as that the whole affair was merely a preamble to ship off all the boys to some other country, or that their fathers had never read Tamil in the manner proposed, and, as their children were not expected to be employed in Government Service, it would be far better that their children should study after the old method. And this method, by the bye, is nothing but blindly and very incorrectly getting a certain number of Tamil verses in praise of the various deities by heart, and in majority of cases without having even a smattering of the rudiments of the language. These words have so great a weight with the villagers that in some instances schools have been totally deserted, which, but for those words, would have proved a great blessing to the neighbourhood. Party difference among villagers, which is sure to be met with in almost every village, acts injuriously on Village Schools. The mere fact of the school having been established by the opposite faction, or that it is held in a building belonging to some in the other side, is enough for one faction to keep their children from the school, if not to wish evil to the institution directly, and it costs considerable time and difficulty to reconcile all of them to the same school. Such a state of affairs is, I think, giving way to some extent, and after the last examination of the schools for grant the people, at least those in the neighbourhood of Aided Schools, are con-

vinced of the advantages of placing the schools under Government inspection. Accordingly, there have been in few instances requests from the people to take their Village Schools under our management, and in rare instances to supply their schools with better teachers. The number of Village Schools remaining under inspection on the last day of March 1872 was 73, and 130 were newly started. From this, deducting 52 schools withdrawn during the year, we have 151 schools under inspection on the 31st March 1873, 40 being Anglo-Vernacular, and 111 Vernacular Schools.

59. The teachers of the Village Schools were generally old, and often times very ignorant men, fit for no work, but keeping the boys in a sort of personal restraint. In addition to this duty, they were understood to possess a smattering of medicine and of the motions of heavenly bodies, and all this without being able to read and write properly. These were generally useful to people in various ways, and were contented with anything that was paid to them as a remuneration for the teaching, and so they were almost always the pets of the villagers, and by them were supported at all costs. If at that time we sent a better teacher, he would not be cared for by the people. So we had to take schools under inspection whatever might have been the ability of the teacher, and in course of time if the schoolmaster was possessed of ordinary intelligence, he was enabled and instructed to carry on the school properly, if otherwise the people were with difficulty prevailed upon in course of time to eliminate such teachers and replace them by efficient men. However, to prevail on the people of a village to support a new teacher, even though he may be efficient, is a work of no small difficulty. The teachers that have been recently appointed are mostly able to carry on the school pretty satisfactorily.

60. It is needless to say that there is at present a very wide change for the better in the condition of the schools, especially those in the Virdachellum Range, compared with what they were formerly; but still they are capable of a world of further improvement, which should be effected in course of time. The apathy which the teachers once manifested has happily disappeared to some extent, and it is gratifying to see in obscure villages, at least in places where there is an aided school, boys able to read pretty fluently any moderately difficult book which they had not read before, and write notation and add figures in Arithmetic pretty quickly in the course of seven or eight months, whilst such a result could never be expected to be achieved by a boy of two years' standing, educated after the old method of teaching. That there is a marked and palpable improvement in the schools brought under inspection, especially those that have gained result grant, can admit of no question whatever. In spite of these results, the people require to be forced to co-operate with us in improving the school.

61. The number of schools examined for grant this year was 60 (10 Anglo-Vernacular and 50 Vernacular Schools), just double the number examined last year in the circle. Owing to the lateness of starting of most of the schools now under inspection, and want of elementary school books which were not supplied to the Inspecting Schoolmasters by the Local Fund Board till the beginning of the present official year in spite of my

repeated requests, more schools could not be got ready for examination. The number of pupils presented for examination was 924. The total amount of grant awarded to all these schools was Rupees 2,240-12-0, which gives an average of Rupees 38 for each school, Rupees 2-7-0 nearly for each pupil, excluding the school, whose grant was disallowed."

62. "Out of the 60 schools examined for the award of grant, that for one school (Lalpet Chetty Street School), amounting to Rupees 29, was disallowed by the Director of Public Instruction at my recommendation. The reason was that, about the close of the examination of the school, I detected that the teacher caused one boy that was not long enough in the school to personate another boy of the school, but who left it just a few days before the examination."

63. "Subjoined is a table of the number examined in each of the four standards with that passed in each subject:—

IV. Standard.

5 out of 42 passed in English Reading.
10 do. do. Writing.
38 do. Tamil Reading.
42 do. do. Writing.
20 do. Arithmetic.
4 do. English Grammar.
27 do. Tamil do.
30 do. Geography.

III. Standard.

12 out of 154 passed in English Reading.
11 do. do. Writing.
82 do. Tamil Reading.
132 do. do. Writing.
73 do. Arithmetic.
27 do. Grammar.
43 do. Geography.

II. Standard.

137 out of 246 passed in Tamil Reading.
206 do. do. Writing.
162 do. Arithmetic.

I. Standard.

267 out of 482 passed in Tamil Reading.
367 do. do. Writing.
286 do. Arithmetic.

64. "In conclusion I beg to state that the tampering with the register in these schools is becoming very rare owing to our frequent visits, and that there is a fair prospect of these schools becoming highly useful."

65. The confusion complained of by Appiah Sastri in the matter of granting leave seems very easy of remedy. All the educational agents of the Local Fund Boards should correspond with the Deputy Inspector, by whom communication would be made to me when necessary, and by me to the President or the Vice-President.

66. The statement in paragraph 58, that no fewer than 52 Village Schools in the Virdachellum Circle were withdrawn from inspection during the year, is an unsatisfactory feature, the re-appearance of which the instructions mentioned in paragraph 52 will tend to prevent.

67. Appiah Sastri's naive statement at the close of paragraph 60, that "the people require to be *forced* to co-operate with us in improving the school," means, I suppose, that it is not easy to convince them of the advantage of the changes we desire to bring about.

68. The Virdachellum Circle suffered during the year equally with the others from the protracted delay in supplying books.

69. No Union Schools have been established in the division during the year, though a somewhat elaborate scheme was prepared for opening some in the Saidapettah Circle; and a plan is now being considered by a Committee of the Cuddalore Local Fund Board for establishing schools in that district.

70. The Municipality of Madras has resolved (subject to the approval of Government) to give aid only on the system of payment for results, a resolution that has been taken objection to by the managers of schools connected with the different Churches in Madras. The Cuddalore Local Fund Board has adopted the same principle except in the case of Girls' Schools, and I have suggested to the Saidapettah and Chingleput Boards the expediency of their doing the same.

71. Considering that the year was the first in which there was anything approaching to a sufficiency of agents, I think the progress of primary education may be regarded as promising.

72. I proceed now to review the Government Schools in the division, taking first—

The Government Normal School, Madras.—This institution was the subject of much correspondence during the year under review. On my resuming charge of my office on the 1st June 1872 the first important matter that I had to take up was the question of placing the institution on an entirely different footing, doing away with the general instruction of the students, and the preparing them for the University Examinations, and confining the work done to the professional training of the students as teachers. Another question connected with this was the raising of the standard of the Practising School so as to make it a feeder of the Presidency College. This latter question was decided in the negative, and need not be further referred to. The former led to a general review of the principles on which a Normal School should be conducted, and a resumé of the correspondence may not be out of place in this report.

73. Your Proceedings, No. 850, of the 3rd May. 1872, first brought the question definitely forward for consideration, by suggesting "the reduction of the normal department to a simple training institution."

74. Colonel Macdonald, while acting as Director, in a letter to Government, dated the 1st August 1872, wrote as follows:—"Mr. Powell's proposal, it may be remarked, is no new idea. Mr. Bickle, the Principal of the Normal School, himself recommended, in his report of the 20th April 1868, that the Normal School should be constituted an institution in which the

whole time and attention of the students should be devoted to their professional training; and Mr. Powell, in paragraph 123 of his last Report on Public Instruction, announced his intention of submitting a scheme for carrying out a change of this nature. That similar views are entertained elsewhere may be seen by referring to the last note on Public Instruction in India, which contains some severe strictures on the system pursued in this Presidency of permitting the Normal Schools to prepare students for University Examinations. It is a notorious fact that many young men enter the Normal School solely for the purpose of obtaining this education, and not for the purpose of embracing the profession of a schoolmaster. It is true that they are called upon eventually to refund their scholarships if they fail in fulfilling their agreement; but, as that is usually when they have obtained some appointment, the arrangement is practically one by which they succeed in gaining a subsistence by a series of monthly loans bearing no interest, and escape the payment of all school fees. The comparatively insignificant results which the institution has achieved in providing masters will be seen from the following statement, which shows the cost of the school since its first establishment, and the actual benefit derived by Government from it:—

Official Years.	Normal Students passed for										Appointed as Masters.	Cost of the Institution.		
	B. A.	F. A.	Matriculation.	3rd Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	9th Grade.		Rs.	A.	P.
1857-58 ...	...	...	2	...	...	...	...	...	...	...	10	26,872	9	2
1858-59 ...	...	...	...	1	2	1	...	...	6	3	14	26,116	9	4
1859-60 ...	...	...	...	2	3	2	4	...	2	4	9	26,188	6	7
1860-61 ...	...	...	...	...	2	...	4	...	2	4	8	Not on record.		
1861-62 ...	...	...	10	...	1	3	6	...	...	...	19	31,957	5	6
1862-63 ...	...	...	17	...	...	...	...	...	...	...	15	32,150	1	10
1863-64 ...	3	4	8	...	...	...	...	...	...	...	40	31,148	6	4
1864-65 ...	...	...	5	...	...	...	...	...	...	...	16	28,334	14	4
1865-66 ...	...	3	10	...	...	...	...	...	...	...	11	29,152	14	2
1866-67 ...	...	3	4	...	...	...	...	...	...	...	9	28,185	12	8
1867-68 ...	...	5	5	...	...	...	...	...	...	...	13	29,435	3	4
1868-69 ...	...	7	4	...	...	...	...	...	...	...	10	29,550	9	5
1869-70 ...	...	9	7	...	...	...	...	...	...	...	9	33,260	14	10
1870-71 ...	...	5	13	...	...	...	...	...	...	...	5	32,821	8	1
1871-72 ...	...	4	...	...	...	...	...	...	...	...	10	28,045	12	1
Total ...	3	40	85	3	8	6	14	...	10	11	198	4,13,220	15	8

75. "The small outturn shown in the above statement is, of course, very largely attributable to the fact that the school has been more or less filled with impostors. Some of the most intelligent and promising students have, I fear, belonged to this class. But the school has been by no means uniformly successful in attracting very promising students, and it has often had to work with very poor material. The result is that even those men who have gone through the course and are willing to become schoolmasters are by no means eagerly sought after. Much better men are often available for the same salaries, and the correspondence of this office

shows that it has become in some measure necessary to force the Inspectors of Schools to take these men, because no one else will have them. No one doubts that, *cæteris paribus*, the trained student ought to be a better teacher than the one who has not been trained. But that is not the form in which the question usually presents itself. The trained is perhaps some unintelligent heavy young man who has succeeded with great difficulty in taking a low place in the second class of the Matriculation Examination. His rival may be some one who has taken a first class, or who has passed the F.A. or even the B.A. Examination. When the Normal School of Madras was first established it was almost impossible to get teachers at all, and the only way of turning out masters was to teach them as well as train them. This is no longer the case. The supply of educated young men is annually increasing, and if the work of the Normal School were limited to training these men, it might accomplish, at far less cost, six times the work which it now does."

76. In my own letter discussing the question (No. 507, of the 8th July 1872,) I said :—

"To ensure the success of any Normal School, it seems to me not merely desirable, but *absolutely essential*, that what I will call a fundamental principle should be recognized and acted on. This principle is that teachers trained in a Normal School are superior to teachers not so trained, and that no untrained man shall be nominated to any Government appointment so long as a qualified trained man is available."

77. "It ought not to be necessary, at this time of day, to argue that a schoolmaster, trained for his work, and regarding it as a profession he is to devote himself to, and look for promotion in, is certain, as a general rule, to be better qualified for the work of teaching than a person can be who has had no special preparation, and who takes up the work as a makeshift, or a stepping-stone to something else."

78. "If it be urged, as, I believe, it has been urged, that teachers from Government Normal Schools are not found to be superior to young men generally, I must first demur to the statement, as I hold to the opinion, based on my own experience, that Normal Students, as a rule, have proved themselves superior, as schoolmasters, to untrained men. But, at the same time, it is doubtless a fact that young men of superior abilities have not been attracted to the Normal School, Madras, in anything like large numbers. Of this there are many causes, which I may notice briefly.

First and foremost, I should place *want of prospects*. When the Normal School was first opened, grounds were given the students, to expect promotion to the Head Mastorships of Zillah, if not Provincial Schools, and those who left in the early years of the institution were appointed on good salaries. After a time smaller salaries were given, and men of the ability of the earlier students were not found to fill their places; so one of these causes re-acted on the other—small salaries drew students of small ability, and students of little ability were not worthy of higher salaries when any became available."

78. "But even first appointment on small salaries would not have

so injurious an effect, provided promotion were certain on proved ability. A student would not object to be appointed Head Master of a Taluq School, or an Assistant Master in a Zillah School on from Rupees 30 to 50 a month, if he felt certain that experience gained in such a position were held by the authorities to be qualifying him for the post, say, of Deputy Inspector of Schools, or for promotion to a higher grade of Assistant Mastership; and if he felt assured that no such appointment or promotion of an untrained man would take place unless such untrained man had other recommendations than having passed a University Examination only."

79. "I feel it necessary strongly to urge this point in the interests of the Government Normal Schools. If it is worthwhile to maintain such schools—and general experience, as well as the Government of Madras, has decided that it is—then it is worth while to make them efficient. They cannot be efficient unless they attract good men; and they will not attract good men unless prospects, that it is worth the while of good men to look forward to, are held out."

80. "This question of a certainty of a preference in appointment and promotion is one of great importance. When, as has often been the case, I have talked with intelligent Hindus as to the reason why young men of ability did not join the Normal School, I have had it urged that they consider there is a prejudice against Normal Students, and that, in some parts of the Presidency at least, they have not a fair chance."

81. "As long as young men find their having passed a University Examination taken as sufficient evidence of their qualifications as teachers, they will not enter a Normal School to qualify. If their employers do not deem such a preparation essential, it would be unreasonable to expect *them* to do so. They can, in fact, hardly be blamed if they regard any such superfluous preparation as "wasteful and ridiculous excess."

82. "As evidence that special preparation for the work of teaching has not hitherto been regarded as necessary, I may adduce the practice commonly followed in private schools. A manager sends up an application to the Head of the Department, either direct or through an Inspector, saying that so and so passed such and such a University Examination, has been appointed as a master on such and such a salary, and solicits a grant of one-half the amount. Before the restriction was placed on grants-in-aid, the usual plan was for the Director to pass orders sanctioning the grant. No information was furnished as to the fitness, as a teacher, of the person for whom it was sought, nor as to the place of his education."

83. "It is true that a rule exists that persons so appointed must afterwards pass an examination in a paper on method, but this has, as far as I am aware, never been strictly enforced, and I believe no single grant has ever been refused or withdrawn on account of a person not passing this examination."

84. "I have always myself regarded the practice thus obtaining as striking at the foot of all Normal Schools, and as based on an entirely wrong principle. It is based on the assumption that *every one* is fit to be a

teacher if he has passed the Matriculation or a higher* examination. I would go on the exactly opposite principle, that no one is to be assumed qualified to become a teacher till he has proved his fitness by an examination in the theory of teaching and school or class management, and in the practice of teaching as shown by his teaching a class in the presence of an Inspector of Schools; and these qualifications are to be secured, by average persons, only by the special appliances and study that a Normal School furnishes or should furnish. The few exceptional persons who are born better teachers than others can ever become no rules apply to. As expressing a general truth, I adopt the motto of the *Madras Journal of Education*, a publication that has always upheld the dignity of teaching and the necessity for a special preparation for it. That motto is "The art of teaching no more comes by instinct than the art of healing, and it is a grievous mistake for any one to suppose, because he himself has had a fair education, that, therefore, he is qualified to teach others;" but this supposition is precisely the one that has been made. It is one that says, though not in words, Normal Schools are of no use."

65. In my annual report for 1870-71, submitted on the day I left to embark for England, in speaking of the fewness of the appointments of Normal Students to masterships from the Normal School, Trichinopoly, I said:—

"Here, as in the case of other Normal Schools, the fewness of the appointments is due to two causes:—

"*First.*—To the fact that men trained in Normal Schools have no advantage whatever in obtaining grants over boys from ordinary schools who pass the University Examinations; a school manager, choosing any Matriculated Student for a mastership, having only to send in an application to secure a grant of any amount up to Rupees 50, on agreeing to pay an equal amount himself. (That is to say, before the issue of new grants was stopped.)

"*Secondly.*—To the stoppage of grants just mentioned. The second cause will cease to exist when the present stoppage of grants is at an end. The first, only a difference of system can remove. Much might be written on this; but I content myself with drawing attention to it. *Vide* p. 122, Report on Public Instruction for 1870-71."

86. With reference to this Mr. Powell, in his review of Normal Schools, writes, when speaking of the Normal School, Trichinopoly:—"Here, as in other cases, the small number of students sent out may be attributed in part to the restriction placed upon the issue of fresh grants; Mr. Fowler remarks that the absence of all difference, so far as grants are concerned, between a teacher trained as well as certificated, and one merely certificated,† operates unfavorably to Normal Schools. If the Inspector intends to suggest that a

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* "Or a lower one, if fourth and fifth grade masters are included; but throughout this letter I have reference almost exclusively to higher class teachers." J. T. F.

† This word "certificated" appears to be used in the sense of passed a University Examination. See also foot-note to paragraph 18.

higher rate of grant should be assigned to a trained master, I must own I am unable to agree with him. (*Vide* p. 54 of the above indicated report.)

87. I did not mean this. What I did mean will, I think, appear from the preceding part of this letter. I assumed that the Normal Schools are doing their work properly; and meant that, such being the case, Normal Students make better teachers and schoolmasters than youths educated in other schools, and that they, therefore, ought to have a preference in all educational appointments; and that it was on account of no such recognition of their superior qualifications having existed, that so few appointments had been made; and I implied then, what I have long seen, that the only way to make the Normal Schools, more particularly the highest class ones, attractive to young men of good ability, and, consequently, efficient, is to recognize the superior qualifications, and, therefore, claims that students who have passed through them and profited by the training so given have for educational appointments.

88. Let it not be assumed that I would appoint unqualified men merely *because* they had been in a Normal School. No one, I venture to say, would be a stricter judge of Normal Students than I am, and always have been. I will not add to the length of this letter by adducing instances where I have declined recommending a Normal Student for an appointment because I did not consider any one qualified. But when I have found myself in this position I have always felt that it was a want of prospects that had produced such a result by failing to attract to the school young men of superior abilities and other qualifications. If it were once understood that proper preparation for the work of teaching, in other words education in a Normal School, were a qualification, without which no one, as a rule, would be appointed to a school, there would not long be a lack of well-qualified Normal students. And it may be doubted whether, in the absence of such an understanding, any change of organization will effect much good.

89. If my meaning had been that which the Director supposed, something might be said even in defence of that opinion. It would certainly be defensible on precisely the same ground that the maintenance of a Normal School is defensible—the ground that trained are superior to untrained teachers—defensible even on the principle that awards a one-third salary grant to an unpassed, against a half grant to a passed teacher, irrespective of work done, or results produced.

90. In the same letter to Government that I have already quoted from, Colonel Macdonald continued: "I agree with Mr. Fowler in thinking that if the training of a Normal School is worth anything, its value should be more distinctly recognized than it is now. The simplest and most emphatic mode of recognizing this principle would be to compel every candidate for employment in the Educational Department to enter the Normal School, and to grant no certificates to untrained masters in aided schools. Untrained teachers would then find no employment under Government, and if an aided school chose to employ such men, it would receive lower grants."

91. "I also agree with Mr. Fowler in thinking that a far better class of

men would present themselves for admission into the Normal School if they could enter it with definite prospects of a gradual rise. In all professions young men are willing to commence with small salaries if they see that industry, good conduct, and long service lead to increased emoluments as they advance in life. The Educational Department, as at present constituted, differs from many other departments. The prospects of promotion, in a large number of cases, are very small. There are, at this moment, masters who are drawing the same or nearly the same salaries as when they first entered the department fifteen years ago. A Head Master of a Taluq School cannot be placed at the head of a Zillah School, merely because he has done his duty faithfully for a great number of years. He must possess certain qualifications, and if he has not acquired the necessary attainments as a young man, he is never likely to acquire them in after-life. Judging from what is going on in every other department, I have not the smallest doubt that there are already a large number of graduates, and a still larger number of men who have passed the First Examination in Arts, who would willingly enter the Educational Department on salaries of Rupees 30 or Rupees 40 if they saw before them the prospect of a gradual rise to, say, Rupees 250 in the former case, and Rupees 150 in the latter. An enormous impulse might be given to middle-class education, which is now in a very unsatisfactory position, by the appointment of young men of this class as Head Masters of Taluq and Anglo-Vernacular Schools; and if they knew that they were graded in classes, and would rise by seniority, provided certain results were annually produced in their schools, many of them would probably settle down to their work, and some of that feverish desire to enter some other department, which does so much mischief to our schools, would disappear."

92. G. O., No. 286, of the 5th October last, reviewing the whole question, runs thus:—

"The Governor in Council has no hesitation in expressing his decided concurrence in Lieutenant-Colonel Macdonald's recommendation that the work of the Madras Normal School should, in future, be limited to the professional training of the students. The present position of the Madras Normal School, and, apparently, of those in the provinces, appears to be very unsatisfactory. The Government are maintaining, at a considerable cost, institutions which answer in a very slight degree the purposes for which they are intended. It would seem that the Normal Students, except in comparatively few instances, neither seek nor are in demand for educational employment. They do not seek such employment—

"1st, because they obtain in the Normal Schools general education as well as instruction in the art of teaching;

"2nd, because they have no reason to suppose that their training in the Normal Schools will give them any advantages over other candidates for employment as teachers.

"They are not in demand for such employment, because, under present circumstances, special training is not treated as a necessary qualification for it, and because the small supply of candidates from Normal Schools is, as a

necessary consequence of the absence of encouragement which has just been noticed, of inferior quality.

"This state of things is much to be deplored, and no further time should be lost in applying a remedy. It is no doubt the fact, as Lieutenant-Colonel Macdonald remarks, that, in the early days of education, it was necessary to *teach* the students in the Normal School, as well as to train them as teachers; but this necessity has long since passed away. The Director will at once carry out the changes recommended by Lieutenant-Colonel Macdonald, and limit the Practising School in the Madras Institution to such classes as it may be advisable to retain in connexion with the training of the Normal Students in the art of teaching. He will report how far these instructions can be acted on with reference to the Government Normal Schools in the provinces.

"At the same time, in order to attract properly-qualified students, it will be requisite, as both Lieutenant-Colonel Macdonald and Mr. Fowler point out, to recognize the value of the training imparted in a Normal School, by requiring all candidates for employment in the Educational Department of Government to go through such a course of training, and by giving lower grants in aid of the salaries of masters in aided schools who have not gone through such a course, either in one of the Government Normal Schools, or in some other training institution approved by the Director of Public Instruction.

"A prospective date from which this rule will be enforced should be notified.

"The remarks made by Lieutenant-Colonel Macdonald in the seventh paragraph of this letter are very just. The want of a regular system of promotion, such as obtains in almost every other department, is a great drawback. In other branches of the public service young men of good attainments enter on low salaries, induced by the prospects of promotion which are open to them. The Educational Department is, for various reasons, less popular than other departments of the administration in which there is more scope for the exercise of power and influence; and until quite recent years it would have been impossible to obtain for the subordinate situations, such as the masterships in Taluq Schools, or the junior masterships in Zillah or Provincial Schools, men whose attainments were such as to qualify them for eventual promotion to the higher posts of the department. But now that the supply of educated natives is so greatly increased, the case is altered, and the Government are of opinion that the arrangement advocated by Lieutenant-Colonel Macdonald may probably be carried out with very great advantage.

"The only further remark that the Governor in Council has to make with reference to the Madras Normal School is that it appears to him desirable that, in addition to the students to be trained for employment in schools of the middle and higher classes, provision should be made for the re-establishment of a separate school for training teachers for the Elementary Vernacular Schools, of which there is a considerable number in the town of Madras. There is, it is believed, ample room in the Normal School buildings for such an addition to the institution. The Director should submit

proposals on this subject when laying before Government the report on the state of elementary vernacular education in the Presidency Town, which was called for some time ago."

93. As the school year was so near its close when this order was issued, the change was deferred till after the Christmas holidays, so that the school had been at work but two months under its new organization at the close of the official year. In one respect it cannot be said even yet to be in a position to derive all the benefits contemplated by the Government Order, since no rule has yet been promulgated, with a prospective date from which it will be enforced, requiring all candidates for employment in the Educational Department of Government to go through a course of training in a Normal School, and laying down lower grants in aid of the salaries of masters in aided schools who have not gone through such a course. From the absence of this but few students have joined the school.

94. The uncertainty caused by the discussions which were known to be going on cannot but have acted injuriously on the school. It also suffered from changes in the Principalship, Mr. Moss, the Acting Principal, having given over charge to Mr. Duncan on the 22nd September, and he again having been relieved on the 15th October by Mr. Bickle on his return from leave. The fatal effects of these various causes are seen in the December First Arts Examination of the University, which was attended by seventeen students, of whom only two passed, one eighth and the other sixty-sixth * in the second class. But for the fact that the organization of the school has been changed, so disgraceful a failure would have demanded a searching investigation. As it is, it may not perhaps be worth while to try to apportion the blame, which, however, undoubtedly rests somewhere. The question whether or not preparation of the students for the University Examination is the legitimate work of the school was a very proper one for consideration, and it has now been decided that it is not; but, as long as such preparation was the work to be done in the school, it ought to have been thoroughly done; and the fact that it is no longer the work cannot palliate its neglect, while it was the prescribed work.

95. I find, on reference, the following remarks by Mr. Fortey on the preceding year's results:—"At the late University Examinations the school was anything but successful. Of the F.A. pupils four passed out of eleven, and of the Matriculation candidates one out of five." Four successful out of eleven, might, however, be termed a brilliant result when compared with two successful out of seventeen. Mr. Bickle reports that only one pupil of the Practising School was considered qualified for the Matriculation Examination, and he proved unsuccessful.

96. At the end of August and the beginning of September last I inspected the school.† Twenty-seven students then gave lessons before me with results shown in the following table:—

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* There were 68 in the class.

† Paragraph 13 of Mr. Bickle's report to you appears to be based on incorrect information.

No. of Students.	Physical Strength for performing the duties of a Teacher.	Energy as a Teacher.	Reading.	Pronunciation.	Clearness and Grammatical Accuracy of Expression.	Skill in questioning.	Skill in explaining and illustrating the Lesson.	Readiness in the use of the Black-board.	Use of the Vernacular.	Total of Marks.
...	15	20	15	15	20	30	30	20	20	185
1	13	15	11	8	12	13	16	4	...	92
2	13	13	8	9	12	12	14	8	6	95
3	13	13	8	8	9	11	11	7	6	86
4	13	14	9	8	11	11	11	6	7	90
5	13	16	9	10	15	10	10	6	8	97
6	13	14	10	9	11	10	13	7	8	95
7	10	13	9	9	12	9	10	5	8	85
8	10	13	8	7	11	10	12	5	6	82
9	13	13	9	8	12	10	12	6	8	91
10	13	13	8	10	12	12	13	5	5	91
11	13	16	10	9	11	11	12	4	6	92
12	13	13	10	8	10	9	10	3	4	80
13	12	14	7	10	12	10	11	5	9	90
14	13	13	11	8	10	10	11	4	...	80
15	12	7	10	8	10	5	5	...	6	63
16	10	13	9	7	10	9	11	2	4	75
17	13	15	9	8	10	12	12	4	4	87
18	13	14	9	7	9	10	10	2	3	76
19	12	16	8	9	10	12	13	8	9	97
20	10	10	10	9	10	7	8	4	6	74
21	12	12	7	7	9	11	12	7	8	85
22	11	13	7	8	9	10	11	4	4	77
23	11	8	7	7	9	8	10	5	6	71
24	12	14	6	8	10	10	11	4	6	81
25	12	12	9	8	9	8	8	4	4	74
26	11	10	8	7	9	8	9	6	8	76
27	11	13	9	9	10	10	11	5	7	85
Average.	12	13	9	8	11	10	11	5	6	84

Adopting the standard of former years, I regard all obtaining 90 marks or more as having acquitted themselves pretty satisfactorily; these are ten in number. Those gaining between 80 and 90 marks may be ranked as fair. Of these there are nine. Of the remaining eight, seven are poor, and one is decidedly bad.

I find, in my notes, objection taken to the hurried and indistinct utterance that characterized several of the students. One or two examples may illustrate this. The question "What do you mean by interesting?" or "What does interesting mean?" was given as "What mean interesting?" "Give another word" was contracted into "Give anoth' 'ord.' "What's mean," "What's the meaning assembled," "What do you mean lived," "What d' ye mean fisherman," are other examples that I made a note of. Questions such as "Under whose command they assembled" were also put.

Speaking in the Vernacular while teaching English was another defect,

particularly with the Telugu students. This is by no means the first occasion on which I have noted a want of judgment in this particular.

Irritating interference with boys also disfigured many of the lessons. Boys were not allowed to complete their answers; and a question was put before time had been allowed for a previous one to be answered.

Three other defects may be particularized. Allowing disorder in class; not requiring boys to put answers into their own words; and want of neatness in writing on the black-board.

97. Just before the same inspection I gave the students a paper in Method. The answers sent in vary from bad to tolerable. None show that fulness and grasp of the subject that may fairly be expected from Normal Students. The change in the constitution of the school, already detailed, should produce great improvement in the students' knowledge of the principles and practice of education.

98. I examined 24 Criticism note-books which had been written up regularly, and corrected for each lesson by the master presiding at that lesson. The remark in my book is as follows:—"The books are not very systematic, and not of much value as done. It is perhaps difficult to make them of much value, at least without a good deal more of time and attention than appear to be now given to the subject." This "time and attention" may now be looked for, seeing that the whole work of the school is to perfect its students in teaching and school management.

99. A criticism lesson was given and remarked on in the usual way. I noted the teacher's manner as "brusque," and it was characterized by one of the masters, in his remarks, as "snappish and angry." Mr. Duncan, who had charge of the Practising School, included in what he said some remarks on the preceding week's work of students in the Practising School, which he was generally satisfied with, taking exception, however, to the way in which Mental Arithmetic had been done. This weekly review, made pretty full and based on notes made from careful observation, is calculated to be of value.

100. I was present at a lesson on Method given by Mr. Moss to the senior F. A. Class of 14 students. The subject was the teaching of Grammar, on which Mr. Moss had prepared notes, which he dictated to the class, making further remarks in illustration as the lesson went on. The notes seemed to me of a useful kind.

101. I observed the Practising Schools at work, but did not examine the classes. Mr. Bickle did so, and thus reports:—"Were it not for the failure of the two fourth classes in English, the results would on the whole have been as good as could have been expected. The whole of the teaching from the third classes downwards, with the exception of the Vernaculars, devolved upon Normal Students, and it cannot but be regarded as a satisfactory feature of the institution that their teaching should have been attended with such success."

102. The school supplied 12 masters during the year, as shown in the following table:—

List of Appointments in 1872-73.

Name.	What Examination passed.	Where sent to.	In what Capacity.	Salary.
				Rs. A. P.
S. Streenevasa Iyengar.	F. A. ...	Trivellore Taluq School...	Head Master.	30 0 0
P. Rungaswami ...	F. A. ...	Vellore Normal do.	Asst. do. ...	40 0 0
C. Munuswami ...	Matriculation.	Kullur Union do.	Head do. ...	25 0 0
V. Nadamuni ...	F. A. ...	Villapuram Taluq do.	Head do. ...	30 0 0
K. Kasturi Rungachari.	Do. ...	Hindu Proprietary School, Madras.	Asst. do. ...	60 0 0
N. M. Tumbuswami.	Matriculation.	Roman Catholic School, Madras.	Asst. do. ...	30 0 0
N. Sadasiva Iyer ...	Do. ...	Oodoomalpeta Taluq Schl.	Head do. ...	30 0 0
N. Subramanyam ...	F. A. ...	Trickalore Taluq do.	Head do. ...	30 0 0
S. R. Krishnaswami.	Do. ...	Cuddalore Zillah do.	Asst. do. ...	60 0 0
K. Veziaragavalu ...	Matriculation.	Royapetta Wesleyan Mission Anglo-Vernacular School.	Asst. do. ...	25 0 0
C. V. Kacheyya ...	Do. ...	Salem Zillah School ...	Asst. do. ...	30 0 0
S. Ragava Iyengar..	Do. ...	Nagore Mussulman do. ...	Head do. ...	30 0 0

103. The subjoined statement shows the numerical changes that took place in the Normal Department and Practising Schools during the year:—

Department.	Number remaining on the 31st March 1872.	Number admitted since.	Number left since.	Number remaining on the 31st March 1873.
Normal	29	16	17	28
Practising Schools ...	252	135	192	195

Of the 17 Normal Students who left in the course of the year, 12 received appointments as shown above. One left the school without leave, but has not yet refunded his scholarship money; one was obliged to withdraw owing to long continued sickness; the scholarships of two others were discontinued, as there was no hope of their ever becoming efficient teachers; and another proceeded to the Presidency College with a view of passing a higher examination, after doing which he is expected to return to complete his course of training. Mr. Bickle writes:—

"The number of appointments compares favorably with those of preceding years, being greater than that of any year since 1867-68, when 13 students were provided with situations."

104. The number of pupils in the Practising Schools shows a falling off of 57, which the Principal attributes chiefly to two causes: first, the rumour first circulated some time in September last, and which has not yet entirely subsided, that the school was to be abolished; and, secondly, the lowering of the standard of the highest class. He further reports that "the number of boys admitted at the beginning of the present civil year did not nearly amount to one-half of those admitted at the same time in previous years."

105. In conclusion, I quote the following from Mr. Bickle's report on the present position of the school:—"In November last a notice was published in the *Fort Saint George* and the *District Gazettes* throughout the Presidency, inviting candidates to compete for such scholarships as were then available, drawing attention to the change it was then in contempla-

tion to introduce into the Normal School, and explaining the circumstances under which students would henceforward gain admission into this institution. Attention was also directed to the change which it was contemplated would shortly be made in the circumstances under which grants in aid of the salaries of teachers who should be employed in non-Government Schools would be given, as well as to the restriction which would be placed upon masters who should seek employment in Government Schools, both to the effect that a preference would be given to trained teachers over those untrained. This was done in the hope of attracting a superior class of students to the institution. But, as before the time fixed for the examination of candidates effect had not been given to those provisions by any authoritative notification, a comparatively small number of candidates presented themselves for admission on the given date, several of whom were rejected as being deficient in some points absolutely necessary for good teachers, and the result was that only 10 students were admitted, three of whom had passed the F. A. Examination, and the rest had matriculated at the Madras University. Some time having now elapsed since their admission, I am able to state that most of them show a fair promise of becoming good teachers."

106. *Vellore Government Normal School.*—The numbers for the Vellore Normal School are as follow :—

Department.	Number remaining on the 31st March 1872.	Number admitted since.	Number left since.	Number remaining on the 31st March 1873.
Normal Class	17	19	12	24
Practising School ...	174	107	117	164

107. Of the 12 Normal Students who left the school, 9 were appointed to situations according to the following list :—

Name.	What Examination passed.	Where sent to.	In what Capacity.	Salary.
				Rs. A. P.
O. Calingaroya Pillai.	Fifth Grade ...	Caste Girls' School, Vellore, Kosapettah.	Head Master.	8 0 0
A. Seshachellum Naidu.	Do. ...	Caverypauk	Do. ...	10 0 0
A. Gurunatha Mudaliar.	Fourth Grade.	Wallajahpett	Acting Moonshee.	7 8 0
V. Ruthna Mudaly ...	Do. ...	Bangalore	Teacher in a Private School.	10 0 0
K. Vatha Charry ...	Do. ...	Church of Scotland Mission School, Vellore.	Asst. Master.	8 0 0
V. Ramasami Mudaly	Fifth Grade ...	Taluq School, Trinomallee.	Do. ...	10 0 0
V. Arunachella Mudaly.	Do. ...	Do. Arcot ...	Acting do. ...	5 0 0
B Munisami Mudaly.	Fourth Grade.	Do. Arnee ...	Asst. Master.	15 0 0
A. Rungiah Naidu ...	Do. ...	Do. Arcot ...	Do. ...	15 0 0

The scholarships of the other three were discontinued, as they had passed for the fifth grade, and had not the capacity to prepare for the fourth. Students so leaving are available, and usually either obtain an appointment or start a school on their own account on the results' system. As the number doing so becomes larger, primary education may be expected to improve,

since the worst of the trained students are superior to the general run of masters of indigenous schools.

108. The general teaching work of the Vellore Normal School is tested by the annual Certificate Examination. To the one held in August last it sent in five candidates for the fourth grade and seven for the fifth. The following table gives the results:—

Fourth Grade Results.

General Number.	Names of Candidates.	English.	Vernacular.	Method.	Geometry.	Arithmetic.	Geography.	History.	Total.	Result.
		100	100	100	70	80	60	60	570	
675	V. Ramaswami Mudali.	20	43	20	22	13	7	13	138	Passed for fifth grade.
676	J. Kistna Rao ...	27	43	33	27	9	15	12	166	Do.
677	A. Seshachella Naidu	8	28	11	10	...	16	9	82	Failed.
678	P. Seshia	13	35	13	17	12	21	12	123	Passed for fifth grade.
679	N. Streenevasa Charry.	22	30	7	19	5	9	16	108	Failed.

Fifth Grade Results.

General Number.	Names of Candidates.	Vernacular.	Arithmetic.	History.	Geography.	Total.	Result.
		100	80	60	60	300	
680	W. K. Ramanuja Mudali ...	45	46	29	30	150	Passed.
681	Kuppu Ramasami Iyengar ...	29	51	28	25	133	Do.
682	Avalur Veziaragava Charry...	35	37	31	20	123	Do.
683	Sundra Iyer Ramasami Iyer...	29	26	28	23	106	Do.
684	Peranji Sesha Charry ...	51	38	26	23	138	Do.
685	V. Narayanasami Mudali ...	15	6	5	8	34	Failed.
686	Vellore Kistnamurthy Pillai...	39	52	34	32	157	Passed.

In the case of the fourth grade candidates the results are very unsatisfactory, two of the five failing to pass at all, and the other three passing only for the fifth grade.

Of the seven fifth grade candidates, one failed miserably, but the other six were successful.

A pretty searching inspection of the school that I held just after the certificate examination, in the latter part of August, showed me that the school was in a less satisfactory state than in previous years, and I had to report a grave irregularity, which was followed by the resignation of the Head Master. The poor result in the case of the fourth-grade candidates did not, therefore, surprise one.

109. I observed two model lessons given by two of the Assistant Masters, a criticism lesson by a student, and a lesson in Method by the Head Master. The first of the model lessons was on Geography. It was by no means a first-class lesson, though it had two good points; it was *a lesson* and not

an examination, as Geography so-called lessons so often are; and the master's manner was pretty impressive.

The second model lesson was in English, of which language the master had a good command. In this lesson the good feature was the repetition of important points to impress them, and the bad one that of shooting above the boys' heads.

The Assistant Master in charge of the Practising School followed with remarks on the students' work in the school.

The criticism lesson was rather a dry one. The lesson itself was followed by remarks by the students and the masters.

The lesson in Method began with the repetition of the first eight of the principles laid down; and this was followed by reading the text-book, with questioning on the meaning by the Head Master. I observed that there were but six books among the 13 students in the class, which looked as if the getting up of the matter had not been very rigidly insisted on, and the results shown in paragraph 108 confirm this.

All the students were supplied with forms for making systematic notes on the criticism lessons, and I examined 18 note-books, in which their remarks were entered. These I found written in English and corrected by the Head Master. The entries were rather meagre, but call for no other particular remark.

110. Seventeen students gave lessons before me, and were assigned the marks shown in the following table:—

Number.	Physical Strength for performing the duties of a Teacher.	Energy as a Teacher.	Skill in Reading.	Pronunciation.	Clearness and Grammatical Accuracy of Expression.	Skill in questioning.	Skill in explaining and illustrating the Lesson.	Readiness in the use of the Board.	Ability in using the Vernacular Language when putting Questions or giving Explanations	Total of Marks.	
	15	20	15	15	20	30	30	20	20	185	
	Number of Marks gained.										
1	11	15	10	9	10	11	10	4	8	88	
2	12	16	10	10	8	14	10	4	10	94	
3	13	17	8	9	13	15	13	7	10	105	
4	12	15	8	9	11	12	11	5	9	92	
5	10	13	8	8	10	12	11	5	9	86	
6	12	14	8	8	9	13	12	5	10	91	
7	12	13	10	8	8	10	9	4	4	78	
									Maximum.	165	
8	12	15	8	9	10	13	11	...	All Vernacular.	78	
9	11	14	9	9	12	10	9	6		80	
10	12	15	7	10	12	14	12	7		89	
11	12	13	10	10	10	12	11	9		87	
12	13	15	8	10	11	14	12	8		91	
13	13	13	10	9	10	12	11	7		85	
14	12	13	7	10	11	12	12	7		74	
15	12	11	7	9	10	11	11	7		78	
16	13	13	7	10	12	12	11	6		84	
17	12	13	8	8	9	8	9	8		80	

Seven, it will be observed, taught in English; the other 10 gave lessons in Tamil.

Of the first seven, four stand well, two fairly, and one rather below fair. This gives a decidedly good average.

Of the other 10, 7 stand on a level with the 4 first in the other group; 2 are fair and 1 rather below, so that the average here is also good.

111. The Practising School was fully examined with results rather indifferent on the whole. English particularly showed a want of soundness, and English Dictation was very deficient. History in the upper classes was done pretty well, but Division B of the second class utterly failed in the subject. While some of the answering in Geography was satisfactory, some was very wild. Boys in the highest class, for instance, asked to name the British possession in North America, gave "India," "Burmah," "Cumberland," and "Aden."

The teaching of the students was generally satisfactory, but on the whole the outturn of work in the Vellore Normal School fell considerably below the average. I hope to find, in an inspection to be shortly held, that the new Head Master has at least restored the school to its former standing.

112. *Normal School, Trichinopoly.*—The following are the numbers for the Trichinopoly Normal School during the year :—

Department.	Number remaining on the 31st March 1872.	Number admitted since.	Number left since.	Number remaining on the 31st March 1873.
Normal Class	29	15	17	27
Practising School	182	141	134	189

The following nine appointments of students to masterships were made during the year:—

Names.	What Examination passed.	Where sent to.	In what capacity.	Salary.
				Rs. A. P.
V. Letchumana Iyengar.	5th Grade.	Strirungum Private A.-V. School	Head Master ...	12 0 0
T. S. Narasinga Rao.	4th do.	Taluq School, Puttucottah.	Assistant do ...	20 0 0
A. Varatha Iyer.	5th do.	Result's System School, Culumany.	Head do...	10 0 0
V. Sundrarajam Iyer.	4th do.	Zillah School, Salem.	School Assistant	15 0 0
M. Muthukarappu Pillay.	5th do.	A.-V. School, Pennagaram, Oosoor Circle.	2nd Master ...	15 0 0
M. Venkatakristna Iyengar.	4th do.	A.-V. School, Cirkarpalayam, Trichinopoly.	Head Master ...	20 0 0
M. Annasami Iyer.	5th do.	Do.	Do. ...	20 0 0
C. Visvanada Iyer.	5th do.	Result's System School, Caroor.	2nd Master ...	7 0 0
S. Deyvanayagum.	5th do.	A.-V. School, Kulitaly.	4th do.	8 0 0

Only five of these were, however, reading in the school at the time of their appointment, the other four having previously left on completing their training, and waited for appointment. This, therefore, leaves 12 of the 17 who left during the year 1872-73 to be accounted for thus :—

Ten left on completion of their course of training, and are ready to take up appointments.

One left of his own accord, and refunded his scholarship money.

One, who was free on probation, left.

113. Twenty-six Trichinopoly students were examined for certificates in August 1872, 10 for the fourth grade, and 16 for the fifth. The results are given in the following statements :—

Fourth Grade Results.

General Number.	Names of Candidates.	English. 100	Vernacular. 100	Method. 100	Geometry. 70	Arithmetic. 80	Geography. 60	History. 60	Total. 570	Result.
928	R. Venkatramier ...	26	36	23	44	56	27	27	289	Passed.
929	M. Muttukaruppa Pillay.	15	35	22	14	25	19	16	146	Passed for the 5th Grade.
930	D. Vasudeva Rao ...	12	27	11	21	13	13	16	113	Do.
931	R. Mathurbutham Iyer.	16	38	20	33	47	18	18	190	Do.
932	M. Annasamy Iyer ...	18	37	19	27	26	15	21	163	Do.
933	O. Ramasamy Iyer ...	24	35	21	33	18	26	18	175	Passed.
934	L. A. Aiyavu Pillay ...	35	35	16	34	61	17	22	220	Do.
935	J. Joseph	21	35	9	19	29	15	16	144	Passed for the 5th Grade.
937	L. Vydinada Iyer ...	25	22	11	38	29	17	17	159	Passed.
938	R. Kistnasamy Iyengar.	13	19	8	9	16	20	16	101	Failed.

The result here contrasts favorably with that for the Vellore School; it might, however, have been better, four of the candidates having done very badly in Method. It may be mentioned that the student first named above passed the Matriculation Examination of December last, obtaining the creditable position of 208th in the second class. Indeed, four names in the list appear as those of pupils from the Normal School, Trichinopoly; but I conclude the other three must be of former pupils, for whose education, beyond the standard of the fourth grade, the school deserves no more credit than is due for giving its pupils a good grounding, and fitting them for continuing their own studies—a result not to be undervalued however.

Fifth Grade Results.

General Number.	Names.	Vernacular. 100	Arithmetic. 80	History. 60	Geography. 60	Total. 300	Result.
939	L. V. Subramania Iyer	50	31	42	36	159	All passed.
940	T. Ramasamy Naidu	40	12	31	30	113	
941	V. Gopalasamy Iyer	37	45	36	38	158	
942	R. Mahalinga Iyer	44	40	22	25	131	
943	P. A. Sundaram Iyer	46	64	34	33	177	

General Number.	Names.	Vernacular.	Arithmetic.	History.	Geography.	Total.	Result.
		100	80	60	60	300	
944	L. N. Sambamurti Iyer	47	47	32	32	158	All passed.
945	V. Naraina Iyer	63	69	32	43	207	
946	M. Manikum Pillai	39	57	13	27	136	
947	Subbia Sathurama Iyer	34	40	35	22	131	
948	S. Chedumbrum Mudali	41	36	25	27	129	
949	Cooppia Visvanada Iyer	40	44	32	25	141	
950	Kistna Iyer Runga Iyer	49	50	38	36	173	
951	S. Kistna Iyer	36	38	31	25	130	
952	S. Deyvanayagum Pillai	46	30	35	20	131	
953	V. Shunmugam Pillai	41	22	28	28	119	
954	P. Amirtham Pillai	29	22	40	24	115	

These results must be pronounced exceedingly creditable. Of the 64 examination papers, for which the marks are here recorded, only two fall low; and in the case of these, the good results in the other subjects enabled the writers to pass.

114. Twenty-five students gave lessons before me when I inspected the school in July and August last, with results shown in the following statement:—

Number.	Number of Marks assigned to Him for									Total.
	Physical Strength for performing the Duties of a Teacher.	Energy as Teacher.	Skill in Reading.	Pronunciation.	Clearness and Grammatical Accuracy of Expression.	Skill in Questioning.	Skill in Explaining and Illustrating the Lesson.	Readiness in the use of the Black-board.	Use of Vernaculars.	
	15	20	15	15	20	30	30	20	20	185
1	11	10	10	8	11	11	10	6	12	89
2	13	15	8	10	13	14	15	8	13	109
3	12	11	8	10	12	11	12	5	15	96
4	12	15	9	9	12	13	10	5	10	95
5	11	11	10	9	10	10	10	7	10	88
6	11	5	8	7	8	7	7	5	7	65
7	12	15	9	8	12	12	14	5	12	99
8	11	11	7	9	9	11	10	6	10	84
9	12	10	6	9	10	11	12	8	12	90
10	12	12	10	8	11	10	11	9	10	93
11	12	11	9	9	11	11	12	9	13	97
12	12	13	9	8	10	10	12	7	10	91
13	11	10	9	8	10	11	12	6	11	88
14	12	14	7	9	11	12	14	7	12	98
15	12	14	6	8	11	11	13	8	13	96
16	13	12	8	9	11	12	11	6	11	93
17	12	11	8	8	10	10	10	7	11	87
18	12	13	7	9	11	11	13	8	11	95
19	12	11	8	8	11	10	12	8	10	90
20	11	8	5	7	10	8	9	5	8	71
21	12	10	8	7	11	9	8	6	10	81
22	12	12	7	8	11	10	10	7	11	88
23	11	11	8	8	10	10	12	6	10	86
24	12	12	8	8	11	10	11	7	10	89
25	11	11	9	7	11	10	10	8	11	88

Thirteen of the above having 90 marks or more may be reported as satisfactory. Ten standing between 80 and 90 rank as fair Two, with 65 and 71 marks, are worth very little as teachers. The average is a satisfactory one.

The writing on the black-board was careless and bad. Another fault in the lessons was too much repetition of simple things that makes a lesson tiresome and boys inattentive. Two other defects that I noted are meaningless repetition of ends of boys' replies, and dullness in catching what boys said. This last is a fault of one of the masters, and his example has, not improbably, had a bad effect.

115. As at Vellore I saw given a model lesson, a criticism lesson, and a lesson in method to the students by the Head Master.

The model lesson was given by the Head Master, the book used being the "Sketches of Asia." The lesson was steady and accurate, but would have been the better for more questioning and more illustrative matter.

The criticism lesson was on English, and was satisfactory in requiring a good deal of translation. It was, however, rendered dry by almost endless repetition; and, as a consequence, far too little was got through. After the lesson the students offered what they had to say, and the Head Master accompanied this with his own running commentary, allowing the teacher, whose lesson was criticised, to reply to the criticism as it went on. I have some doubt as to whether this last course is judicious. I saw no evil result in this instance, but the way to it is opened by such a course of proceeding.

The students had forms for criticism lessons, a different one for each subject, adopted by the Head Master from the general form. As in the other schools, the students have books in which are entered notes on every criticism lesson. These I found properly written up.

The lesson on Method lasted an hour, the first half being spent by the Head Master in questioning the class on a portion of the book prepared beforehand; after which he prescribed the part to be prepared for the next lesson. During the remaining portion of the time the text-book was read by the pupils and remarked and questioned on by the Head Master, who appeared to understand the book.

116. The Practising School was fully examined. It contained four classes, with divisions, constituting altogether eight classes for teaching purposes Except Division B of the second class, which failed in History, the lower half of the school passed satisfactorily; the upper half satisfactorily in History and Geography, but rather poorly otherwise, there having been a great want of accuracy and exactness.

As I often do when examining in Euclid, I changed the figures of one proposition, placing on the black-board those to be used, and instructing the class to reproduce them on their answer papers. To my surprise I found not the slightest attention paid by the boys to this direction, which had been given clearly to the whole class. After such a specimen of exactness, it will not be surprising that this class, the fourth, gained the average of only 15 marks out of the maximum of 70 for the papers set in Euclid.

Speaking generally, the Trichinopoly Normal School did well during the year, with the exception of the two higher classes of the Practising School, which were wanting in soundness and exactness.

117. *Normal School, Vizagapatam.*—The Vizagapatam Government Normal School was inspected in September, when 28 students gave lessons before me with the following results :—

Number.	Number of Marks assigned to Him for									Total.
	Physical Strength for performing the Duties of a Teacher.	Energy as a Teacher.	Skill in Reading.	Pronunciation.	Clearness and Grammatical Accuracy of Expression.	Skill in Questioning.	Skill in Explaining and Illustrating the Lesson.	Readiness in the use of the Black-board.	Use of Vernacular.	
	15	20	15	15	20	30	30	20	20	185
1	11	12	10	9	12	10	12	6	9	91
2	12	11	10	9	10	8	8	4	8	80
3	13	14	9	9	10	11	14	3	5	88
4	14	17	7	10	14	15	13	6	7	103
5	14	12	6	7	9	8	7	Not used.	5	68
6	13	14	8	9	6	14	13	6	7	90
7	10	10	...	8	8	7	7	4	5	59
8	14	15	9	8	12	10	12	4	5	89
9	14	15	9	8	11	11	10	6	8	92
10	13	13	8	7	10	12	10	4	5	82
11	12	13	9	8	10	9	9	2	5	77
12	12	15	8	8	15	11	10	6	8	93
13	12	12	8	7	10	10	8	6	8	81
14	12	8	7	7	9	8	7	4	4	66
15	13	12	7	8	10	10	10	5	7	82
16	13	13	7	7	10	11	12	6	9	88
17	12	12	7	8	9	10	10	5	9	82
18	13	15	7	8	10	12	12	7	9	93
19	12	11	6	8	10	11	11	5	7	81
										165
20	14	12	8	8	11	12	12	Not used.	All Telugu.	83
21	14	10	8	8	12	10	11	Not used.		73
22	13	14	8	8	9	12	12	7		83
23	12	12	10	7	8	11	11	Not used.		71
24	12	12	6	6	6	10	11	10		73
25	14	11	9	8	12	12	13	6		85
26	13	9	7	7	7	10	10	Not used.		63
27	14	14	10	10	12	12	11	9		92
										Max. 185
28	13	15	10	8	10	9	10	5	8	88

Twenty gave their lessons in English, and for them the maximum is 185. Of the 20—

7 obtain 90 marks or more, and may be reported satisfactory.

9 get between 80 and 90 and stand fairly.

1 stands rather below 80, but is nearly fair.

3 stand below 70 and are bad.

Of the eight who taught in the Vernacular, three did well, three fairly, and one poorly.

118. There were in the normal classes 34 students at the time of my inspection, viz. :—

An F.A. Class of		2 students.
A Matriculation Class of	10	do.
A Fourth Grade do.	10	do.
A Fifth Grade do.	12	do.

In the University lists of the results of the examinations of December last, I find no name of any Vizagapatam student passed the First Examination in Arts; but six of students successful in the Matriculation Examination, who stood 252nd, 337th, 369th, 406th, 455th, and 474th in the second class, one of these, however, viz., I. Purnya, 337th, is not in the list supplied to me, so I conclude him to be a former student of the school. Of the class of 10, 5 thus appear to have passed.

119 The results of the Certificate Examination are shown in the following tables :—

Fourth Grade Results.

General Number.	Names of Candidates.	English. 100	Vernacular. 100	Method. 100	Geometry. 70	Arithmetic. 80	Geography. 60	History. 60	Total. 570	Result.
103	D. Ramdos	22	32	16	44	29	12	26	181	Passed.
104	V. Venket Rao	17	26	19	45	8	13	18	146	Failed.
106	K. Camarazu	28	32	30	38	9	7	17	161	Do.
107	P. Chellapathy Rao ...	22	33	15	21	9	20	32	142	Passed for the 5th Grade.
108	A. Varahalu	31	39	15	53	37	26	23	224	Passed.
109	J. Balakistnama... ...	32	54	14	44	17	18	23	201	Do.
110	Hanumiah	21	38	7	39	13	6	11	135	Failed.
111	P. Narasinga Rao ...	17	39	12	41	13	5	17	144	Do.
112	V. Cunniah	21	40	18	39	27	6	25	176	Passed for the 5th Grade.
113	M. Camiah	16	30	15	28	21	9	17	136	Do.
114	G. Venketanarasiah ...	22	24	13	28	...	4	12	103	Failed.
115	P. Somayazulu	29	38	9	43	19	19	21	181	Passed.
116	B. Perarazu	21	36	10	44	22	22	16	171	Do.
117	K. Lutchmiah	24	28	18	36	23	12	16	157	Do.
118	W. Jones	31	29	20	38	18	16	24	176	Do.
119	Ch. Appalanarasiah ...	28	33	19	38	...	21	22	161	Failed.

Fifth Grade Results.

General Number.	Names of Candidates.	Vernacular. 100	Arithmetic. 80	History. 60	Geography. 60	Total. 300	Result.
120	E Venketaramiah	38	32	15	23	103	Passed.
121	D. Narasimulu	60	39	47	39	185	Do.
123	A. Suryanarayana	43	23	41	31	138	Do.
124	Ch. Salvamurthi	30	19	7	25	81	Failed.
125	M. Lakshminarasimulu ...	28	21	37	31	117	Passed.
126	J. Jagannadham...	36	32	35	27	130	Do.
128	Y. Suryanarayana	51	36	28	27	142	Do.
129	Ch. Somayazulu...	38	24	23	17	102	Do.
130	P. Lakshmanamurthi	43	27	24	17	111	Do
131	J. Bagavanalu	33	5	32	23	93	Failed.
132	Bh. Somannah	32	2	28	20	82	Do.
127	R. Jagannadham	57	37	46	30	170	Passed.

Of sixteen fourth-grade candidates—

Seven passed for the fourth grade.

Three do. fifth do.

Five failed.

Of twelve fifth-grade candidates—

Nine passed.

Three failed.

Among the fourth-grade candidates, Method, Arithmetic, and Geography were the great subjects of failure.

The three fifth-grade failures were almost entire, two in Arithmetic and one in History.

The two F.A. candidates were examined in Method, and one passed.

120. The following nine appointments were made from the school during the year preceding my inspection :—

Name.	Certificate.	Salary. Rs. A. P.	Date of Appointment.	Designation.
M. Jogee Raju ...	Matrn. 1870.	30 0 0	Aug. 1871.	Hd. Master, Govt. Taluq School, Gudur (Godavery District).
V. Appalanarasimulu.	Do. ...	40 0 0	Sept. 1871.	Do. . Grant-in-aid School, Bobilli.
S. Venkatnarayana...	Do. ...	25 0 0	6 Oct. 1871.	Junior Asst., Normal School, Vizagapatam.
P Tirupatiah ...	4th Grade...	20 0 0	Jan. 1872.	Head Master, Grant-in-aid School, Salur.
G. Venkatnarayana..	Matrn. 1869.	40 0 0	Do.	Asst. Master, Central School, Nursapur.
G. Lakshminarayana.	F.A. 1871 ...	40 0 0	May 1872.	Do. Zillah School, Berhampore.
A. Sitapathi Rao ...	Matrn. 1869.	30 0 0	June 1872.	Head Master, Taluq School, Palacondah.
V B. Laksminarasimum	Do. 1871.	30 0 0	Do.	Acting Asst. Master, Anglo-Vernacular School, Chicacole.
M. Narasimha Rao...	Do. 1871.	15 0 0	July 1872.	Acting Head Master, Taluq School, Teckaly

121. *Criticism Lesson.*—There are two sets of criticism lessons given in the school—one with the students who understand English, conducted by the Head Master; the other with the fifth grade candidates, by the Assistant Master. I find very full notes in my note-book, but none that I need transcribe. The lessons that I saw were of a fair average character. I noted, as a defect, that there was no review of students' work in the Practising School in connexion with these lessons.

The students' note-books I found well written, in good English, and systematic, and corrected by Mr. Morgan.

The Practising School appeared to me somewhat improved in point of order, but a careful examination of its working showed superficiality, bad methods, and a want of system and supervision. That the school was unpopular was to be inferred from the small number in it. One class consisted of three pupils, of whom but one was present; and a normal student was teaching this "class."

122. *Female Normal School, Madras.*—The Female Normal School I inspected, for the first time, in December last, and submitted a tolerably full report, from which I may perhaps quote, omitting pupils' names.

On the first day of my inspection I saw the usual work going on; on the second day I heard five of the pupils give lessons; and on the third I examined the pupils. The Deputy Inspector accompanied me on each occasion, and the Hon. V. Ramiengar was present during a portion of the second and third days.

123. For Arithmetic the entries in the syllabus are—

First (Lower) Class, 6. Three Simple Rules and a little Division.

Second Class, 4. Four Compound Rules and Reduction.

To the higher division I gave a paper in Tamil to be answered in an hour-and-a-half. The results are as follow :—

Number.	Question	1	2	3	4	5	6	Total.
	Maximum	6½	6½	8½	6½	5	7½	40
1		6½	...	4½	6½	...	...	17½
2		6½	...	...	...	5	...	11½
3		...	6½	4	...	...	...	10½
4		...	...	...	...	5	...	5

The papers look as if there had not been much practice on paper, and the pupils are by no means "up" in the portion specified. One or two lost a few marks by not attending to the directions given. In the working there is no trace of any such explanations or statements as are required in class-teaching. Teachers *should* give these in their examination papers; but where the amount of knowledge is so very small, it seems hardly reasonable to expect it.

124. The lower division had the following exercises, with one hour to answer them in :—

i. *Multiplication.*—4,793,530×508

ii. *Subtraction.*—3,416,151,989
417,152,234

iii. *Addition.*—2,468
246
3,579
67
6,070
1,357
5,146
408

iv. *Division.*—13) 5,206,578(

v. *Notation and Subtraction.*—If a book contains a lakh and seventeen lines, and a person has read ten thousand and eighteen, how many lines remain to be read?

The first two did pretty well, the other four badly.

125. Geography is the subject in which I next examined. The entries for this in the syllabus are—

Second Class, 4. Manual of Geography. Asia, the whole. Europe generally.

First Class, 6. The Tamil Geography. Outlines of Asia and India.

A short easy paper was given to each division. To the upper the following:—

i. Name four rivers of Europe flowing towards the west, with the countries they run through, the seas into which they fall, and any towns on their banks.

ii. Trace the different routes from India to England, naming all the places on the way.

iii. Draw a map of the East Coast of Asia, placing the names of countries, seas, islands, capes, rivers, and towns.

iv. Either draw a map of India, or name the great divisions with the chief town in each.

Taking the pupils in the same order as in the Arithmetic, the following are the results:—

Number.	Question	1	2	3	4	Total.
	Maximum	13	12	10	15	50
1		2	...	3	3	8
2		5	...	3	2	10
3		5	4	5	5	19
4		5	...	7	5	17

There is a considerable want of precision about the papers, but the pupils know something of what they have read.

126. The lower division had the following questions :—

i. Name two rivers of Asia flowing towards the south and two flowing towards the east, with the countries through which each passes and the sea into which it falls?

ii. Name two towns in China, two in Arabia, and two in Siberia, giving the position of each, and its direction from Madras.

iii. Either draw a map of the Madras Presidency, or name the zillahs in it, with the chief town of each.

iv. Name the chief productions of India that are exported, and say where each is produced.

The marks awarded are shown below :—

Number.	Question ...	1	2	3	4	Total.
	Maximum ...	12	15	15	8	50
1		9	7	5½	5½	27
2		4½	7	6½	4	22
3		4	3	...	...	7
4		...	5	1	2	8
5		3½	7	8	3½	22
6		4	4	3	...	11

No one of these six availed herself of the option of drawing the map. Three may be ranked as having done fairly; the other three indifferently. The same want of precision before noted is evident in these papers.

All the ten pupils were examined by me *vivâ voce* in Geography, and answered tolerably easy questions with considerable readiness. The examination on paper is, of course, much the severer test.

I also examined five Tamil and five Telugu manuscript note-books of the pupils. Much of the matter of the notes is geographical, neatly written, but probably taking more time than can with advantage be devoted to copying notes. There are so many printed books available that copying appears to me unnecessary. The whole time of the pupils is all too little for the great amount they have yet to learn before they can be fit for teachers of any but very elementary classes, and none should be devoted to unnecessary work.

In four of the note-books were some maps creditably done.

127. The only provision hitherto made for giving the pupils practice in teaching is by the bringing of a class from a school not far off to the Normal School for an hour-and-a-half once a week. On one of the days of my inspection this class, of ten, was present, and received five lessons from the five of the normal pupils who had had some practice. I made a few notes, of which the following is the substance :—

———— first took the class in a Tamil reading lesson, the twelfth story of the Kathamanjiri forming the subject. The class read round, the

reading being corrected when faulty, and the black-board was once used. After all had read, the books were closed, and the class questioned. The questions were on the matter mostly, and several on numbers suggested by the word பதினைந்து that occurred in the lesson.

To put the teacher at her ease in her novel position as far as possible, I directed my attention very closely to my note-book, and she certainly seemed self-possessed, and questioned very fluently, so much so indeed that I was agreeably surprised to find the training, incomplete as it had been, as far as opportunity for practising teaching is concerned, had produced so satisfactory a result. There was little or no questioning on language, but this perhaps the students' own knowledge hardly rendered possible. Another serious defect was accepting simultaneous answers instead of testing individuals. With every defect, however, this lesson was, in my judgment, creditable to the teacher and to the school.

———— took the second lesson, also a reading lesson, the eighteenth story being the subject. The lesson was conducted in the same manner as the preceding, but with less ability. This teacher used the black-board, however, when it was required.

The third lesson was given by ———— on addition. She began with suitable *vivâ voce* questions, as so many books and so many, how many? An example was then placed on the board and worked orally by the class, the teacher entering the figures. In this working there was the fault noticed in the first lesson, simultaneous answering by the class. Afterwards individual answers were required, and some command over the class was exercised: generally, however, the answering was simultaneous, and the class noisy. English figures were used, but they were very badly formed.

———— came next, and gave an oral lesson from a picture of a lion, pinned on to the black-board. This would be the most difficult lesson for a young teacher from her having to rely on herself to keep the lesson going by constant questioning, whilst in a reading lesson an unready teacher can always keep the class at work by falling back on reading, as, in fact, the second of the teachers now under report did in her lesson. ———— acquitted herself pretty creditably on the whole, and showed some teaching power.

The last of the five lessons was on the Geography of India by ————. She suspended a map before the class, and questioned the children on India. It was not *a lesson* at all, but *an examination* on the Geography of India. The teacher questioned pretty readily.

On the whole, I think the results quite equal to what could be expected.

128. A little English had been read by three of the pupils. Forty-eight pages of a little book, named "Step by Step," is the portion entered. This contains easy words of three, four, or five letters. The teaching seemed to have been rather too much confined to the exact words of the book, with translations learnt, for, while the identical sentences could be translated, the pupils were at a loss if a word from one were put into another. It may be doubted whether it is worthwhile to devote time to English, of which so

very little can be done, while the pupils' knowledge of other subjects is so exceedingly limited.

129. Viziarungam's report on his portion of the examination I quote :— "In language the pupils were examined *vivâ voce* as well as on paper, while in History they were tested through writing only. In Tamil and Tamil Dictation the higher division did pretty fairly, but the lower very badly. In Telugu the class answered moderately, but wrote fairly from Dictation. In History the pupils were middling. It is to be remarked that pupils generally did better when examined *vivâ voce* than when tested on paper. Their written exercises were greatly disfigured by bad spelling and marks of carelessness. The handwriting of the pupils was generally bad." Speaking generally he says : "On the whole the pupils appear to have made a very fair progress during the year. The teaching power of the pupils has considerably improved, and much of the nervousness which showed itself at the examination held in December 1871 has disappeared."

130. Referring to the study of Tamil by the Telugu pupils, Viziarungam remarks as follows :—

"It strikes me that the Telugu pupils are at a very great disadvantage in being obliged to learn an extra language (Tamil), and in receiving their instruction in non-language subjects through the medium of that language. I think that the time which they, in my opinion, waste at present in trying to pick up a smattering of a second language, which they were never likely to be called upon to teach, might, with very great advantage, be spent in learning their own language. The pupils are grown up women ; and, as their knowledge of their own language is very limited, they cannot afford to spend any time in trying to acquire a knowledge of an extra vernacular language."

This last I quite agree in. I had, in fact, arrived at the same conclusion. It may, I think, be doubted whether the best policy would not be to limit the Normal School to either Tamil or Telugu pupils. Two languages offer a great stumbling block to progress.

131. In reply to my inquiry about needle-work, it was stated that two hours a week had been given to fancy-work, no plain having been done for some time past.

132. The following remarks refer to the class of pupils eligible :—Two, of whose capability for improvement I was doubtful, are married women, and another is a widow, with a family of children each. Such women, especially with their previous education neglected, cannot supply the material out of which teachers can be formed. The cares of a family must interfere with attendance at school, and distract the thoughts even in the school, and any private preparation of lessons would be out of the question. Supposing, just for the sake of argument, that pupils so circumstanced could be made competent to teach, there still remains the consideration that their family cares would not admit of their devoting their time to teaching, and that the labor and expense of their instruction would be incurred without any result, except as far as their own improvement is concerned, and that schools of a different

kind would secure. It is to be inferred that, in these cases, the scholarship is the one thing considered by the pupils. That ceasing, they will revert to their original positions.

I am, of course, aware of the extreme difficulty of securing qualified candidates, and that is, in fact, one of the two conditions that, from the outset, have rendered the very existence of a Female Normal School a doubtful problem. The other is the securing that the pupils shall work as teachers after their training. This second difficulty has not yet been felt. The first does not appear to me to be overcome by the admission of pupils of the class I have been remarking on; and the problem as to whether or not it can be overcome in the present state of Hindu society is not yet solved.

133. The pupils worked slowly, but honestly. I saw no attempts at copying or any unfair practices.

134. Referring to G. O., No. 341, of the 9th December, passing orders on the Report on the Female Normal School for 1871, I observe three points that seem to call for notice. It is there stated that the class for teaching came twice a week, so that, unless I am in error in paragraph 127, the time for the pupils' practising teaching has been reduced instead of increased. Second, the syllabus for that year has the entry "Arithmetic—the first four rules, simple and compound," for the whole school as far as appears, whereas more than one-half of the pupils this year do only the first three simple rules and a little division. Third, five names of pupils then in the school do not appear this year. There were then 12 pupils, and, as there were 10 at the time of my inspection, 5 have left and 3 been admitted during the year. I did not hear of any of the 5 who have left, having taken up the work of teaching. The Superintendent's annual report will doubtless give particulars of these cases, and the disposal of these 5, one-half the school as it now stands, may afford some basis for forming an opinion as to how far the school is accomplishing its object.

135. In your remarks conveyed to me with the Government Order just referred to, I am instructed "to express an opinion as to the advisability of attaching a Practising School to the institution."

More practice in teaching is unquestionably desirable before qualified teachers can be turned out. But it occurs to me that what the present pupils of the school require first is more knowledge themselves. The pupils' ability in teaching is now in advance of their knowledge; and a Practising School at present would require teachers other than the normal pupils, unless these are to devote to teaching time that is urgently needed for their own instruction. I should, therefore, hesitate to recommend the establishment of a Practising School at present. Should any step in that direction be deemed advisable, only two school classes, one Tamil and one Telugu, of 12 or 15 pupils each, are all that I should consider practicable; but even so far I would not myself go now.

136. I have no doubt that the present Superintendent, with the assistance

that she has, or that is available, could conduct a Female Normal School with success, but there must be the material to work on. A committee of Native gentlemen has not been able to obtain that material in sufficient quantity, and I certainly cannot pretend to suggest a plan for doing so.

137. Before concluding I may refer to the Certificate Examination of August last. For that six pupils of the Female Normal School were registered ; but papers were received from four only : so that two do not appear to have been examined. Of the four examined, one passed, the others failing entirely in Arithmetic, and doing rather poorly in Geography. Three of the four obtained good marks for their answers in their Vernacular language. I observe that two of the six names are of pupils not now in the school.

138. I said in conclusion : " This report will probably enable you to form an estimate as to the past work of the school. Of its future prospects it is difficult to judge, but I cannot help thinking that the time when it will be able to furnish efficient schoolmistresses is remote."

139. *Private Normal Schools.*—I visited no private Normal School during the year, partly from pressure of other work, and partly from your having instructed me not to visit any Normal School except those at Madras, Vellore, and Trichinopoly, without first arranging the time in communication with you.

I shall not, therefore, remark on these, but content myself with giving the following two statements :—

No. I.

Comparative Statement giving particulars regarding the 4th-Class (and Matriculation) Candidates from the various Normal Schools (excepting Madras).

Schools.	No. of Students examined.	Subjects and Maximum Marks.								Number of these passed for		Number passed the Matriculation Examination in December 1872.	Rank according to Total Averages.
		English Language.	Vernacular Language.	Method.	Geometry.	Arithmetic.	Geography.	History.	Total.	4th Grade.	5th Grade.		
		100	100	100	70	80	60	60	570				
		Averages of Marks gained.											
Vizagapatam Normal School.	17	24	34	17	39	17	14	19	165	7	3	6	1
Nursapore do. ...	8	22	44	23	28	12	10	19	159	2	2	...	3
Vellore do. ...	5	18	36	17	19	8	14	12	123	...	3	...	5
Trichinopoly do. ...	10	21	32	16	27	32	19	19	165	4	5	4	1
Sawyerpuram S. P. G. Training Institution	21	15	27	14	21	10	16	14	117	2	6	...	6
Palamcottah C. M. S. do. ...	14	17	35	16	23	14	19	20	144	...	...	...	4
Mangalore Normal School ...	6	25	*	*	*	17	*	*	*	4	1	7	...

* These marks I have not with me.

No. II.

Comparative Statement giving particulars regarding the 5th-Grade Candidates from the various Normal Schools.

Schools.	No. of Students examined.	Subjects and Maximum Marks.					Number passed.	Rank according to Total Average.
		Language.	Arithmetic.	History.	Geography.	Total.		
		100	80	60	60	300		
		Averages of Marks gained.						
Vizagapatam Normal School ...	12	40	33	30	26	121	9	3
Nursapore do.	7	43	15	28	25	110	5	6
Vellore do.	7	35	37	26	23	120	6	4
Trichinopoly do. ...	16	43	42	32	29	144	16	1
C. V. E. S. Training Institution, Dindigul	13	28	19	36	28	111	9	5
C. M. S. Preparandi Institution, Palamcottah...	13	40	27	42	19	128	12	2
Do. English Institution do. ...	20	31	25	30	20	107	14	7
S. P. G. Training Institution, Sawyerpuram	48	27	13	20	20	81	17	8
Mangalore Normal School			Marks not with me.					
Calicut do.			do.					
			Maximum			240	Needlework Maximum 60	
Sarah Tucker Training Institution for Females, Palamcottah	21 (3rd Grade.)	45	23	Not a subject of examination.	21	89	15	36

140. *Government Schools in the Town of Madras.*—The only Government Schools in the town of Madras (besides the Normal School) are exclusively for Mahomedans. These are the *Madrissa-i-Azum* and the *Anglo-Vernacular School at Mylapore* Both these have undergone an important change during the year. This change was proposed by Lieutenant-Colonel Macdonald while acting Director. Its nature will be seen from the following extract from his letter to Government :—

"There is another mode in which the junior and eventually the College Department of the Presidency College may, I think, be strengthened in a perfectly unobjectionable manner. The Mahomedan element is at present hardly represented in the College at all, there being only four students

of that persuasion. The successive notices of the Madrissa-i-Azum, which have been published in the annual reports of the Inspector of the Presidency Division, seem to me to show that the results attained in this institution are very incommensurate with the number of years during which it has been in existence, and the cost at which it is maintained. The average number of matriculated students annually turned out in a school which costs about Rupees 1,000 per mensem is somewhat under three. One radical defect in the institution seems to me that it is so overcrowded that anything like effective class-teaching is almost impossible. A school cannot be conducted in a whisper, and on this ground alone some reduction in the numbers would be an advantage. But there are other grounds which seem to render it desirable that the two senior classes, which correspond in standard with the two classes of the junior department of the Presidency College, should be transferred to that institution, and that the school should be reduced to a Middle-Class School. There are obvious reasons which render it necessary that Mahomedans should be taught in separate schools and classes up to a certain point, as there is much which can be only learned and explained through the medium of the Vernacular; but when they pass under the charge of European and East Indian Masters, and receive all instruction through the medium of English, they rather gain than lose by being associated with Hindu boys in their studies, and in all schools which I have seen, except the Madrissa, they are so associated. I cannot help thinking that greater progress would be made by them in this way in the Presidency College than is now being made by them in the Madrissa-i-Azum, and that after having once joined the junior department many of them would probably continue their studies in the senior department. The position of the College, with reference to Triplicane, is particularly favorable, and under this arrangement not only the Madrissa, but the Mahomedan Anglo-Vernacular School of Mylapore would become a feeder to the Presidency College. Arrangements would, of course, have to be made for enabling the Mahomedan students to go on with their Persian studies. Mr. Porter and Mr. Fowler both appear to consider the measure a desirable one, but, of course, judgment and discretion will be necessary in introducing the change."

Government sanctioned the immediate transfer to the Presidency College of such of the pupils as were qualified, and thus reduced the Madrissa to the position of a Middle-Class School, at the same time laying down the important principle—very important, now that the subject of Mussulman education is receiving so much attention—that " A Middle-Class School is the highest grade of school that ought to be maintained for the exclusive and separate instruction of Mahomedans."

141. The necessity that I am under to close and submit this report as speedily as possible precludes my quoting at any length from my full report on the school. I examined it fully at the close of its career as a Zillah School before the commencement of the Ramzan, when it contained 226 pupils in eleven classes, of which the highest was a Matriculation Class of eight pupils, five of whom passed the University Examination in December, one standing 57th in the first class, the others 128th, 317th, 352nd, and 362nd,

in the second. This was above the average result, as will be seen from the following statement:—

Number passed the Matriculation Examination in—

1866.	1867.	1868.	1869.	1870.	1871.	1872.	Total for 7 years.
5	2	1	6	2	4	5	25

142. The examination passed at my inspection by the school generally will be seen from the following conclusion of my report:—

"I regret that the general tenor of this my last report on the Madrissa as a Zillah School is of so unsatisfactory a character, against my hope and wish I have been forced to the conclusion that the teaching of the higher classes in the most valuable subjects, and those that were the most accurately tested at my inspection, must have been loose and inexact; and that the periodical examinations have not applied anything like a sufficient check to the current work of the classes."

143. Before dismissing the Madrissa I feel it but due to its head to remark that he has been very differently placed from the head Master of a Hindu School. The backward state of education among Mussulmans even now is acknowledged. Ten years ago it was more backward still. The Madrissa has had to overcome prejudice and to rely altogether on itself. The material presented to it has been entirely unwrought, fit only to begin with. That Mr. Joyes has not done more is perhaps less to be wondered at, than that he has done so much. His labor at the Madrissa has gone a long way towards removing the rooted prejudice of the Mussulmans of Madras to English education. No school in the division has equalled the Madrissa for the punctuality and regularity of its attendance, the monthly percentage of absentees having usually been about *one*. That this training has been of value may be inferred from the fact that a considerable number of Madrissa boys have been employed on the Madras Railway, by the authorities of which, as I have been informed by Mr. Joyes, they have been favorably regarded. An institution that has fitted a number of Mahomedans to do useful work and gain an honorable livelihood has not existed in vain. That its cost has been large in proportion to its outturn of work was, under the circumstances, absolutely unavoidable.

144. *The Anglo-Vernacular School, Mylapore*, as already stated, had its standard lowered by the transfer of its two highest classes, of 20 pupils, to the Presidency College. The numbers have, however, risen considerably, being as follow:—

On the rolls on the 31st March	1872	...	...	... 48
Do.	do.	1873	...	 67

Six pupils that formed the fourth class of the school in December last attended the Matriculation Examination, but all failed. In former years a small number of pupils from it have passed this examination, but its standard was never meant to be high, and it will now work on as a Middle-Class School.

145. The Government Schools in the Chingleput District are the five following:—

Schools.	Number of Pupils on the Rolls on the	
	31st March 1872.	31st March 1873.
Trivellore Taluq School	72	62
Poonamallee do.	74	61
Kunnathur do.	37	34
Ponneri do.	28	30
Tripassore Pensioners' School	25	26
Total ...	236	213

At an inspection in the early part of the year the *Trivellore School* passed fairly, with the exception of the third class, which failed in History. At a second inspection held in February the results were rather poor. In his annual report the Deputy Inspector writes as follows:—"This school has been falling off in numbers ever since the appointment of a Head Master upon Rupees 70 per mensem to the rival Mission School at the station and the opening of a Matriculation Class in that school. In the year 1871-72 the number of boys on the roll of the Government School fell from 85 to 72, and during the last year it fell again to 62. I do not think that the result can be otherwise, when it is remembered that the whole cost of the Government School is nearly equal to the grant paid by Government to the rival Mission Institution, and is less than one-half of the cost of the latter. It must also be remembered that the Head Master of the school has passed the same examination as the Head Master of the other, and that, nevertheless, the one gets less than one-half of the salary paid to the other. Such a state of things, in one and the same locality, cannot but lower the position of the teachers of the Government School in the eyes of the people, and, as a matter of course, make them look upon it as inferior to the Mission School."

The policy of the department in such cases as these certainly seems suicidal, and urgently to need consideration. A school is maintained solely at the expense of Government, and Government, so to speak, cuts its own throat by actually paying a larger sum to a rival institution than is spent on its own school.* The rival has thus all its pupils' fees, plus any funds the managers

* The following comparative statement shows how the matter stands at Trivellore:—

MISSION SCHOOL.						TALUQ SCHOOL.	
	Salary from						Total Salary from Govt.
	The Mission.		Govt.				
	Rs.	A. P.	Rs.	A. P.			Rs. A. P.
First Master, F. A.	30	0 0	30	0 0		First Master, F. A.	30 0 0
Second do. Matriculate	20	0 0	15	0 0		Second do. old 9th Grade	16 0 0
Third do. do	12	8 0	12	8 0		Third do. 4th Grade	15 0 0
Fourth do 5th Grade	8	0 0	8	0 0		Fourth do. old 9th Grade	12 0 0
Fifth do.	15	0 0				Servant	3 8 0
Sixth do. 5th Grade	11	0 0	10	0 0		Contingency	2 0 0
Seventh do	13	5 4	6	10 8			
Servants	10	3 0	7	13 0			
Rent	8	4 0	4	4 0			
Contingencies	2	4 0	1	0 0			
Total Rupees	130	8 4	95	3 8			
Total monthly outlay			225	12 4		Total Rupees	78 8 0

can spend in addition to the Government money, and can thus pay its teachers double the rates of salary that Government pays its own masters. Such a course can only result in the decline, if not the extinction, of the Government School. I think it would be better to shut up the Government School in such a case at the beginning of the contest, instead of allowing it to die of atrophy. The alternative is to refuse grants to a rival school where, as in this instance, there is not room for two schools. Where there is room for two, the case is entirely different: a healthy rivalry may then have the best effect.

146. The falling off in the numbers at *Poonamallee* is stated to be mainly due to the establishment of an Anglo-Vernacular School within a mile and a half of the Taluq School by a matriculated young man. Since the close of the year the Church Missionary Society has started another school, which professes "to train up lads for the University Examinations." I have received no application for Government aid to this school. The circumstances seem very similar to those at Trivellore, there not being room for two Anglo-Vernacular Schools.

The school did tolerably at inspection. Its highest class is now a fourth.

147. The *Kunnathur School* I reported on as follows:—

"Thirty-six has thus been the average number of pupils in the school for the last two years. There are now in the village, as the Head Master informs me, four schools working on the Results' System, and anticipating aid from the Local Fund Board. These may be expected to work up to the third standard, or nearly to the standard of the Taluq School; and the maintaining of a school by Government with three masters to work up to the same standard appears to me unnecessary. There then remain two courses—either to abolish the school and use the funds thus set free for the establishment of a school where a higher standard of instruction will be practicable and a larger number of pupils may be obtained, or to continue the Kunnathur School on a reduced scale. To raise its standard will not, I think, be practicable for two reasons. In the first place, the inhabitants of the village are mostly weavers, who set little value on any but very elementary instruction. In the next, the place is within so short a distance of Madras, that, should there be boys who wish to obtain a higher education than the Results' Schools afford, they will resort to the superior schools of the town.

"As, however, you* have lately raised the general question as to how the present Taluq Schools are to be dealt with, it may be advisable to allow this case to lie over. What I have seen so far seems to justify the soundness of your conlusion that the Taluq Schools should be raised in standard, the elementary work hitherto done in their lower classes being left to private agency in the Results' Schools. The exact point at which the re-organized Taluq Schools should begin is a matter for consideration. Indeed, whatever general principle may be laid down, the particular circumstances of different places may necessitate particular modifications.

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* This was addressed to Colonel Macdonald. J. T. F.

"But, supposing action regarding the Kunnathur School as a whole to be deferred, I see no reason for continuing three masters to 36 boys. Two could teach the three classes with the greatest ease."

The third master's services were dispensed with, and the school is still in existence. The school passed fairly. The highest class is a third.

148. *The School at Ponneri* is in a backward, stagnant condition, and I doubt whether it will be worth maintaining. The appointment of a separate Deputy Inspector to Saidapetta (made while this report has been in writing) whose head-quarters have been fixed within five miles of Ponneri, will enable more attention to be bestowed on the school, and a few months will show what is to be expected.

149. *The School for Pensioners' Children at Tripassore* is an elementary one, but of value. I was moderately well satisfied with it on the occasion of my last visit.

150. *The Yenadi School, Strihurikota*, continues to give a little book education and to teach basket-making to forty children of the aboriginal tribe of Yenadies, who live in the island, and obtain a living by collecting the jungle products. The school has continued much the same as in previous years. In former reports I have given more full accounts of it, which it does not seem necessary to repeat.

151. The district of South Arcot contains the following Government Schools :—

Zillah School, Cuddalore	187	175
	Number of Pupils on the	
Taluq Schools.	31st March 1872.	31st March 1873.
Villapuram Taluq School	66	69
Trickalore do.	49	59
Virdachellum do.	57	62
Tindevanum do.	48	48
Porto Novo do.	87	50
Punrooty do.	35	40
Trinomallai do.	27	65
Old Town, Cuddalore Taluq School	48	48
Kalikurchy Taluq School	38	34
Total for Taluq Schools ...	405	475

152. *Zillah School, Cuddalore.*—There was a change in the Head Mastership of this school in the latter part of the year. It does not yet occupy its proper position. I quote from a recent report :—

"In the December Matriculation Examination two pupils from the Cuddalore Zillah School passed, standing 68th and 201st in the second class. The success of the school in this examination, for the past seven years, is shown by the following figures :—

Years.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	Total.
Number passed	2	...	3	3	1	2	2	13

"It has, one may say, remained at a dead level of mediocrity for this long period. The Matriculation Class of the current year had eight pupils in March, whom I examined in English and Arithmetic, with the following average results :—

Subject.	Reading.	Paraphrase.	Construction.	Analysis.	Arithmetic.	Total.
Maximum ...	20	20	20	20	70	150
Averages ...	11	8	9	6	27	61

"One boy stands considerably above the average, and another as much below, while the remaining six are not very unequal, doing, on the whole, tolerably. If the boys continue in the class till December, the result ought to be better than in any year quoted above."

My inspection brought to light several defects that it is hoped will be remedied during the current year.

153. The Taluq Schools were all inspected during my tour through the district in February and March.

Of the nine schools, six are immediately under S. Seshaiya, Deputy Inspector of Schools for the Cuddalore Circle.

These six are—

Punrooty.	Trinomallee.
Old Town, Cuddalore.	Tindevanum.
Trikalore.	Villapuram.

The second and fifth remained stationary in point of numbers. In the other four schools the number of pupils increased during the year by 56, the greatest advance being at Trinomallee, in which school the numbers rose from 27 to 65 consequent on the appointment of a more efficient Head Master. I must dismiss each with a few words.

The Punrooty School is held in a miserable building. The classes passed fairly; but there should be a larger number of boys in the third, the highest, and a fourth class ought to be organized.

The Old Town School, Cuddalore, is in a better suited building. In other respects the remarks on Punrooty may be repeated.

The Trikalore School was rather disorderly under a new Head Master from the Normal School, Madras, but the classes passed fairly.

The Trinomallee School was in a more healthy condition than before, and gives promise of further improvement.

The School at Tindevanum passed creditably, but its higher classes were too small. The good order for which it has always been remarkable is still maintained. In my report on the school I said, "here, as elsewhere, the pressure of the high rates of fee is represented as great, and keeping many out of the school."

The Villapuram School hardly maintained its position. Its former Head Master was promoted, and his successor has not succeeded in maintaining the life and activity that he infused into the school work. The Deputy Inspector writes :—

"This school shows a small increase of three boys over the last year. The only reason assigned for this slow progress is the present high scale of fees to which the Head Master ascribes the desertion of four of the fifth class boys about the end of the year."

The following table may give useful information regarding these six schools just reviewed :—

Stations.	Number of Masters.	Highest Class.	On the Rolls on 31st March 1873.	Amount of Fees collected.	Total Cost of School.	Cost of School to Government.	Total Cost per Pupil.	Cost to Government.
				Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Punrooty	2	3rd.	40	189	468	278	14 15 7	9 0 2
Old Town, Cuddalore.	2	3rd.	48	226	476	249	9 13 5	5 1 11
Trikalore	3	4th.	59	427	751	323	13 14 7	5 15 10
Trinomallai	2	3rd.	65	228	412	183	11 2 3	4 15 6
Tindevanum ...	3	4th.	48	341	755	411	15 1 8	8 3 6
Villapuram	4	5th.	69	566	885	318	*14 12 2	*5 5 0

* These are found by dividing the sums in columns 6 and 7 by the average number on the rolls for the year, and not by the numbers in column 4.

154. The remaining three Taluq Schools are immediately under C. Appiah Sastri, Deputy Inspector in the Virdachellum Circle. They are at Virdachellum, Kalikurchy, and Porto Novo.

The Virdachellum School passed fairly, with the exception that the English of the fourth class was deficient.

The numbers at *Kalikurchy* are much lower than they ought to be, and I shall probably make some change in the teachers The school passed generally but moderately, though the fourth class answered very well in History.

Under the present Head Master the numbers in the Taluq School at *Porto Novo* have considerably risen, and he seemed to me to do his work in the right spirit, and to be interested in it. The fourth class passed very well in History, and the school generally fairly. The upper classes were small.

155. One Government school was abolished during the year, *the Taluq School at Stripermatur* in the Chingleput District. Its numbers and standard had long been stagnant, and the establishment of Results' Schools in the village rendered a Government School of a low standard unnecessary. No school has yet been established in place of this, though I strongly recommended that one should be at Madurantakum, where there is a strong interest in education, and every prospect of a Taluq School attaining a satisfactory standard with a considerable number of pupils.

156 I proceed to notice briefly the Aided Schools, other than elementary, in the division.

The two institutions of the highest class are the Free Church Mission Central Institution and the Doveton College. No other has a College Department. The following are the numbers for these two institutions for the First Arts and Matriculation Examinations of December and the B. A. Degree Examination of February :—

Institutions.	Number passed					
	B. A. Degree. Class.		F. A. Examination. Class.		Matriculation Examination. Class.	
	ii.	iii.	i.	ii.	i.	ii.
Free Church Institution	1	4	1	7	3	23
Doveton College	1	1	1	2	2	10

The Free Church Institution was inspected after the close of the official year, when there was nothing unusual calling for remark. It may, however, be observed that the results of the examination in the Vernacular languages were generally unsatisfactory.

157. *The Doveton College* was inspected in March, and I have lately submitted a detailed report on it. The College contained at the time of my inspection a

B. A. Class for 1874 of 4 students
B. A. do. 1875 of 2 do.
F. A. do. 1873 of 10 do.
F. A. do. 1874 of 10 do.

and 158 pupils in the school department, in seven classes, the highest of which was a Matriculation Class of 26 pupils. The total expenditure for the year 1872-73 was returned as Rupees 29,846-2-9.

I quote briefly from my recent report :—

"The average number on the rolls for the year I find to have been 24 and 149 in the College and School Departments, respectively. With these data, and according to my calculation, the statement of accounts would stand as follows :—

		College Department.			School Department.		
		Rs.	A.	P.	Rs.	A.	P.
Receipts from Government ...		4,545	0	0	3,730	0	0
Do. fees		1,148	0	0	6,769	0	0
Total expenditure		14,712	0	0	15,134	2	9
Annual cost of educating each pupil.	Total ...	613	0	0	101	9	1
	To Government ...	189	6	0	25	0	6

"No one can, I think, consider these figures attentively without being led to ask the question whether either the Committee or the Government is judicious in maintaining, at such an expense, a College Department, when there exist in Madras an efficient aided College for Christians, and a Government College open to all, but especially suited to Hindus and Mussulmans.

Having directed attention to these points, I proceed to the results of my inspection."

I need not give the remarks on each class. My conclusion was as follows: "The general results of my examination of the College will hardly be regarded as satisfactory. Considerable allowance must, however, be made for the unfavorable time at which it was held. Holding the inspection when I did was, however, a matter of necessity, for I was leaving for South Arcot a day or two later; and if I had not then gone to the College, I could not have done so within the official year. When, however, due allowance has been made on this account, the results will still fall below what may fairly be expected from the classes of an institution so fully officered as the Doveton College is."

158. The following is a list of the Higher-Class Schools in the town of Madras, with the number of pupils in each at the close of the year under report, and the results produced by each in the Matriculation Examinations of the last three years. They are arranged in the order in which they stood in the examination of December last:—

Higher-Class Schools receiving Government Aid in the Town of Madras.

Schools.	Pupils.	Matriculation.			
		1870-71.	1871-72.	1872-73	
				Class. i.	ii.
Patcheappa's High School	415	19	16	1	19
S. P. G. School, Vepery	858	2	2	1	9
Church of Scotland Mission Institution	418	2	4	2	6
Bishop Corrie's Grammar School	151	7	8	1	6
Hindu Proprietary School	131	5	8	...	6
London Mission Institution	422	4	2	1	4
Wesleyan Mission School, Royapetta	380	1	1	1	2
St. Mary's Seminary	250	1	5	...	2
St. Thomé Seminary	109	...	...	...	1
Sullivan's Garden's Seminary	16	...	4	...	1

159. *Patcheappa's School* passed 20 pupils out of 34 forming its Matriculation Classes, or nearly 59 per cent. From my report on the school I quote the following:—"I was not satisfied with the discipline of the school. The boys set down to a paper, instead of beginning work at once; wasted much time in looking about; and there was talking during the work. I was compelled, after cautions that had no effect, to send one pupil out of the room, as he was communicating with his neighbour while answering a paper, and afterwards denied it.

I conceive that two of the faults of the school—laxness of discipline and inefficiency in the teaching—arise, to a great extent, from its organization. Every class has its separate room, the rooms being situated in three sides of a quadrangle, and the Principal is engaged with his class in a room in one corner. The consequence is that every master is nearly as independent as if the class were his own small school. The general teaching and discipline are thus subject to very little supervision.

"And I conclude that the Principal's duties in teaching his own class leave him but little time for checking the work of his Assistants by means of examinations, either written or *vivâ voce*.

"It is hardly necessary to state the natural inference as to the qualities required in the Assistant Masters. They need to be as qualified to check their own work, and as conscientious in the discharge of their duties, as independent masters. But even supposing them to be so, there is still a great advantage in regular supervision and direction. They check evil tendencies, correct faulty systems, bring to light weak points, and suggest to intelligent teachers improved treatment of their subjects in a way that is not otherwise possible.

"I fully appreciate the value of separate rooms for teaching, but the plan involves defects that need guarding against, and that I hardly think have been effectually guarded against in the working of the school under report.

"The translation, it will have been observed, was done indifferently.

"The total monthly cost of the school, Rupees 1,879, is thus shared—

	Rs.
By Government	720
By the pupils	540
By the trustees	619

"Considering the standard and size of the school, the cost is very high, averaging per pupil between 62 and 63 rupees a year, the portion of this borne by Government being exactly Rupees 24. The cost to Government in the Zillah Schools in the Presidency was, according to the last report, as follows:—

	Rs.
Berhampore	32
Kurnool	26
Cuddapah	22
Cuddalore	32
Chittoor	20
Salem	18
Madura	27
Average ...	25¼

"Patcheappa's School is thus very nearly as expensive to Government per pupil as a purely Government institution of the same standing. The largest of the Zillah Schools, that at Salem, had on its rolls 374 pupils, and received from Government during the year Rupees 6,112, or Rupees 2,528 less than the present annual Government contribution to Patcheappa's High School. These figures seem worthy of attention."

160. *The S. P. G. Anglo-Vernacular School, Vepery*, took a much higher position in the Matriculation Examination than it occupied in any previous year. I could not bring its inspection within the official year, but held it in April. The papers I have not yet valued. The results of the *vivâ voce* examination were pretty satisfactory, except in Geography, in which there

was a good deal of failure. The results of the examination in the Vernacular languages are generally satisfactory.

161. *The Church of Scotland Institution* stands third in the list, with eight students passed, it also showing a considerable advance on previous years, an advance which I had anticipated from Mr. Sinclair's work in the school.

The inspection was held last month, and I purpose shortly submitting a detailed report, as there are many points calling for improvement. Indifferent Reading, poor Translation, and imperfect knowledge of Grammatical construction I may here note. The Deputy Inspector says of his examination in the Vernacular languages, " On the whole the results are pretty fair. The Telugu Department did generally better than the Tamil. More attention seems to have been paid to the Vernaculars this year than in the previous years."

162. *Bishop Corrie's Grammar School* held about its average position in the Matriculation Examination. When reporting on it, I said :—

" *Of the fifth class.*—The written papers are generally neat, and afford evidence of attention having been given to work on paper. The weak points are repetition of poetry, in the learning of which greater exactness is desirable—Construction and Analysis.

" *Of the fourth.*—The questions set in Arithmetic and the boys' answers are sent herewith. It will be observed that 5 of the 10 questions contain examples in processes only, while the other 5 involve some little consideration. In apportioning the marks, I gave 43 to the processes and 37 to the other questions. A class that had acquired accuracy in its book-work might thus have obtained good marks for *it* only, while the average of marks gained is only 18 out of the maximum of 80. One boy, Jackson, did excellently; and two others, Fonceca and Plowden, very well ; but there is too much failure, and the subject demands increased attention.

" *Of the third.*—The average results for the third class are—

For Reading	...	...	...	...	Rather above fair.
For Dictation	...	...	...	...	Fair.
For English...	...	...	...	...	Decidedly poor.
For Geography	...	...	...	...	Satisfactory.

Grammar was a weak point in the class.

" *Of the second.*—This is a small class, containing only 11 pupils present, but it passed well.

" *Of the first.*—This class was presented in two divisions for examination, though entered as one in the syllabus.

" The higher division did fairly in Reading, very well in English, and well in Geography.

" The lower nearly fairly in Reading, poorly in English, very badly in Geography.

" And, generally, the writing throughout the school is good, the attention paid to this important subject being a very satisfactory feature.

" The order throughout the school was exceptionally good, and the boys were honest and straightforward in their work. While I was examining

one class *vivâ voce*, two others were in the desks at paper-work in the same room—an arrangement calculated to test boys' training—and I had nothing to complain of."

168. *The Hindu Proprietary School* passed 6 of its Matriculation Class of 30, 20 of whom went in on the Head Master's recommendation, and 10 on their own account. The proportion of passed is small.

A report, based on my inspection within the official year, is in hand, and will reach you a day or two after this does. I have the written papers still to value, so cannot speak of them. The results of the *vivâ voce* examination were generally fair.

The Deputy Inspector writes as follows :—

"In reporting upon this school last year I observed that the Preparatory Matriculation Classes in Tamil as well as in Telugu did not appear to me to be so well grounded as they ought to be, and that parsing required special attention throughout the school. At the recent examination I observed an improvement in these respects. Considering, however, the small numbers in the different vernacular classes, the boys generally ought to have secured higher marks than what they have done."

164. *The London Mission Institution* passed five students, a larger number than it has done for some years past, the following being its numbers :—

	1866.	1867.	1868.	1869.	1870.	1871.	1872.	Total for 7 years.
Number passed...	7	7	...	3	4	2	5	28

It has been inspected since the close of the official year.* The results have not yet been fully made up; but, as far as I have gone, they are not satisfactory, either for my general examination, or for the Deputy Inspector's examination in the vernacular languages. The school is too large for the supervision of a master who has also much teaching; and one of the rooms, in which several of the classes are taught, is so noisy that anything like accurate work is next to impossible.

164. *The Wesleyan Boys' School, Royapetta, Madras*, passed in the Matriculation Examination three pupils, against one in each of the two preceding years. This school was fully inspected towards the close of December last, and reported on. My report thus concluded: "Although I cannot pronounce the Preparatory Matriculation Class a satisfactory one, I yet think, from the state of the classes generally, and from the school being, as I understood, the sole charge of Mr. Burgess, whose appreciation of, and devotion to, his work I

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* It may appear strange that several of the most important schools in Madras were not inspected *within* the year. In explanation I may be allowed to state that I resumed my office on the 1st June 1872, so that there were but ten months in my official year, and Mr. Fortey inspected no school in April and May. A further most serious hindrance was the absence on leave for *three* out of my ten months of the Deputy Inspector; and as he examines in the vernacular languages, I examined no Hindu Schools during his absence, taking the only schools containing English-speaking children. As it was, I inspected within the year 119 schools with 8,500 pupils; and there is more work in the division than any one man can get through.

formed a favorable opinion of, that the institution is in a fair way of rising to the position it ought to hold, but which it has not, confessedly, held for some time past."

165. *St. Mary's Roman Catholic Seminary* passed two students in the Matriculation Examination out of a class of 13. This is rather a poor result, but it did not surprise me. Reporting on the class in December, before the Matriculation Examination, I said: "The teaching of this class that I listened to did not impress me very favorably. It seemed to do too much for, and to require too little from, pupils. The results of the Matriculation Examination this month will, however, furnish reliable evidence of the value of the work done in this class, so I need not enlarge."

The results of my examination may be very briefly enumerated.

The fifth class was decidedly weak in Geography, about fair in Geometry, and very good in Dictation.

The fourth (Division A) stood below fair in a paper in Arithmetic, and read poorly; but reached nearly fair in English, though wanting in readiness in *vivâ voce* answering.

Division B did well in Algebra, and very fairly in History. Both divisions wrote Dictation well.

Division C stood about fair on the whole, but the class wanted life.

Of the third class, I said :—

"Division A is very fair in Dictation, and very good in Arithmetic.

"Division B very good in Dictation, fair in Reading, and fair in English.

"Division C good in Geography."

The second and first were thus disposed of—

"Division A is rather below fair in Arithmetic. The average is reduced by the low standing of some six boys, the remaining three-fourths having done pretty well. The copy-books of this division were fair.

"Division B stands fairly in Reading. In English as many as nine boys get no marks, they having failed to answer a question; the other nine answered satisfactorily.

"An effort should be made to bring on the backward boys.

"The first class I found intelligent and active. The boys read, spelt, and answered satisfactorily."

166. *The St. Thomé School* is usually termed a College—improperly so—as it has no College Department, and passed only one pupil in the last Matriculation Examination.

The school has been recently inspected with but very moderate results, which I shall go into more fully in a separate report.

167. *Sullivan's Gardens' Seminary* has but a few students, who prepare either for the Matriculation Examination or the First Examination in Arts, but its main object is, I believe, theological training, and I have never visited it.

168. The other Higher-Class Schools in the division, out of Madras, are the following :—

Schools.	Pupils.	Matriculation.			
		1870-71.	1871-72.	1872-73.	
				Class. i.	ii.
High School, Sydapetta	168	12	6	...	3
Patcheappa's Branch School, Conjeveram.	152	4	5	...	4
Free Church Mission School, Conjeveram.	100	1	4	...	4
Do. Trivellore ...	95	...	...	...	1
Patcheappa's Branch School, Chellambrum	146	3	4	1	3
St. Joseph's Institution, Cuddalore ...	138	5	...	...	...

169. In the Matriculation Examination *the Sydapetta High School* has greatly fallen off during the last three years; and when the school was inspected in December the fifth class did not appear to contain a supply of good material for a Matriculation Class. As, however, so few of the old Matriculation Class passed in December, this year's class probably contains many boys who have already gone through the Matriculation course, so that greater success in December next may be looked for. The following is my report on the fifth class:—

"In Reading too many fall below fair, but the average reaches that standard.

"In Repetition of Poetry one boy did well and one badly; and all the rest failed.

"For his paraphrase only one boy gets fair marks, though four others approach that standard. The average gained for the exercise is 6 marks out of the maximum of 20, which may be characterized as tolerable.

"For knowledge of Grammatical construction the average of marks gained is 8 out of 20, which is hardly satisfactory.

"Analysis averages the same as paraphrase, and may be similarly characterized.

"Translation averages 7 marks out of 20, and may be described as tolerable.

"Dictation averaged four errors per boy, and may be ranked as very fair.

"In Geometry the class had read two books of Euclid. The result of the examination in the subject is very bad, the three first boys gaining only 21, 21, and 20 marks respectively, out of the maximum of 70, while the average for the class falls to 9. The papers give evidence of bad teaching, which appears to have been unintelligent and by rote. As an instance of the latter, it may be mentioned that demonstrations are to be found without any figures, the demonstration having, apparently, been learnt off by heart. As evidencing a want of intelligence, I may state that boys confound *angles* and *triangles*, use *equal* and *parallel* as identical in meaning; confound *triangles upon equal bases* with triangles upon the same base; and almost invariably shirk questions involving a change in the figure. However trite may be the remark, that exactness and accuracy are essential to make the study of Euclid of any disciplinal value, it is evidently not superfluous."

Except the lowest class, the school passed rather indifferently; but the Deputy Inspector of Schools reported the result of the vernacular examination to be satisfactory on the whole.

170. *Patcheappa's and the Free Church Branch Schools, Conjeveram,* passed each four pupils in the Matriculation Examination. Neither was inspected during the year, but both will be shortly.

171. *The Free Church Mission School at Trivellore* has already been referred to in paragraph 145. It passed one pupil in the Matriculation Examination of December last. The Head Master has passed the First Examination in Arts, and there is a regular Matriculation Class in the school; but an ordinary F.A. can hardly be regarded as qualified for the Head Mastership of a Higher-Class School, and no great results in the Matriculation Examination are to be looked for.

The school was inspected in April, with results of a generally fair character in the *vivâ voce* examination. The papers I have not yet valued.

172. *Patcheappa's Branch School, Chellambrum,* passed three pupils in the December Matriculation Examination, a not altogether unsatisfactory result looked at comparatively.

The school generally did not impress me favorably at my inspection in March. Some masters were away on leave, and others, or out-siders, acting. The results I briefly summed up thus :—"The results of the general examination cannot be regarded as satisfactory. Those in Tamil appear to be exceptionally bad."

173. *St. Joseph's Institution, Cuddalore,* is the last of the Higher-Class Schools in the division. It is so ranked as having a Matriculation Class, though it has not passed any pupils during the last two years. Reporting on it lately, I said: "There has been a Matriculation Class in this school for some time, but it usually dwindles down towards the close of each year, partly, I believe, from its teacher leaving. A graduate is appointed on a small salary, and he, of course, leaves when he gets an opportunity."

The latter part of my report I quote :—

"The results in Tamil are thus but moderate, nor can those for my more general examination be classed higher. The time of the inspection was, however, unfavorable, being the early part of the year, soon after the formation of the classes.

"This school is held in a building but a short distance from the Zillah School. Both aim at the same standard, that of the Matriculation Examination. In the Zillah School Matriculation Class there were 8 boys on the 31st March, and on the same date there were 7 in the corresponding class in St. Joseph's Institution. Were the whole 15 boys in one class, it would still be a smaller Matriculation Class than a good school should possess; and the keeping up of two such apologies for classes as the present involves the purest waste of money. As long as the Zillah School is maintained, of course it must have a Matriculation Class. For the maintenance of such a Class in the Aided Institution I see no necessity, and feel it incumbent on me to recommend that the grant now paid on account of the master who teaches it be withdrawn; and I would recommend the Superior to abolish the class. Indeed, it would be wise, at the same time, to abolish the fifth class, and make the fourth class the highest. I will not, however, now recommend the withdrawal of the fifth class master's grant, but I strongly recommend that course in the case of the Matriculation Class master."

174. The following is a list of *the Middle-Class Aided Schools in the division*, with their numbers, and the standard of the highest class:—

Name.	Locality.	On the Rolls.	Highest Class.
Madras District.			
Harris' School	Royapetta	127	4
Lutheran Mission School	Pursewalkum	96	5
Civil Orphan Asylum	Egmore	120	5
St. George's Cathedral School	Royapetta	87	3
Govindu Naidu's School	Black Town	508	3
Free Church Mission Branch School ...	Black Town	160	5
Church Mission Anglo-Vernacular School.	Chintadripetta... ...	76	4
Hindu Anglo-Vernacular School	Mutialpetta	136	4
Davidson's Street School	Davidson's Street ...	68	4
Balura A. D. Patasala	Triplicane	273	5
St. Peter's Roman Catholic School ...	Royapooram	140	4
Union School...	John Pereira's... ...	47	4
St. Francis Xavier's School	Big Parcherry	97	3
Chingleput District.			
Free Church Mission School	Chingleput	149	5
Wesleyan Mission Anglo-Vernacular School.	St. Thomas' Mount ...	123	5
Roman Catholic School	Palaveram	41	3
South Arcot District.			
Munjacoopam Anglo-Vernacular School...	Cuddalore	62	3
Old Town S. P. G. School	Cuddalore	45	4

There are many other schools that were ranked in the middle class, such as St. George's Cathedral Girls', the Vepery Poor Schools, &c., but the rigid line now drawn has had the effect of placing them in the lower class.

175. *Govindu Naidu's School*, as the largest of the Middle-Class Schools, may claim precedence. The results at inspection were generally unsatisfactory, and my report was of an unfavorable character, as will appear from the following extracts from it:—

"Copying was prevalent in the higher classes, and calls for stringent measures on the part of the teachers. To say nothing of the dishonesty involved, boys can never learn to rely on themselves when they are daily depending on their neighbours.

"Another very general fault in the higher classes is that the boys in them pay no attention to orders. Any instruction I wanted attended to had to be given repeatedly. This was due to inattention and a careless habit of not doing what is ordered. The habit of inattention that it was evidence of will account for much of the failure in the examination. Boys who have not learnt to attend cannot learn anything properly.*

"It would appear from the Deputy Inspector's marks that the general instruction given in the school is very much less efficient than that in the vernacular languages—an unusual result, and one due partly, doubtless, to the large portion, no less than one half, of the school day which is devoted

* How much I consider this to reflect on the masters may be inferred from the following quotation in my *Method*:—"There is no better test of a teacher than to observe whether the children in his class have learned to attend."

to the vernacular languages. It certainly seems too large a proportion, and I would direct the trustees' attention to the question.

"Other important points are the large size of the school, and the consequent crowding of the classes, and inefficient supervision.

"I observe from the syllabus that the Head Master takes all the English of the four divisions of the highest class. This will probably leave him daily two out of the six hours for the supervision of the school and the regular examination of the other fourteen divisions or classes as they are practically.

"I doubt whether any average master can efficiently supervise so large a school. Certainly he cannot do so if he also has much class-teaching, and I should be inclined to limit the number on the rolls to 350 at the outside.

"The poor results at my inspection and the great unevenness in the classes I am inclined to attribute as much to the crowding as to inefficiency in the teachers. With crowding and noise, exactness and the testing of individuals are next to impossible. Yet without these no good results can be produced. That the cause of the very considerable failure of the school does not rest entirely with the teachers is probable from the case of the Head Master. At Conjeveram he had a school within his command, and it improved very greatly under him. Govindu Naidu's may not have gone down under his management, but it can hardly have improved.

"It is doubtful whether the school must not be ranked in the lower class. What it professes is in some respects more than is laid down for the fourth standard. But what it did at my examination would pass few, if any, boys in some of the subjects under that standard. The school is meant to be a Middle-Class School. To be so, its teaching must be much more sound, though it need not attempt more than is included in the enclosed copy of the syllabus."

176. *The Balura Andra Dravida Patasala* stands second in point of numbers. It is a school in Triplicane, managed entirely by a Hindu Committee, and aims at the standard of a Preparatory Matriculation Class, with, however, no great amount of success. The Euclid returned for the highest class was to the 32nd proposition of the first book. The marks gained by the ten boys who sent in papers are 0, 0, 0, 0, 0, 20, 0, 10, 0 and 0, or eight cyphers. The school might do better by aiming at less. The order was bad.

177. *The Free Church Mission School, Black Town*, aims at the same standard as the preceding. At the close of the official year it had a Preparatory Matriculation Class of 7 pupils, and the next below contained 15 pupils.

With the number of higher schools within easy distance, the policy may, I think, be doubted of maintaining such a fraction of a class that requires as much of the time of the best masters in the school as one four or five times the size would do, and deprives the larger lower classes and the school generally of required teaching power.

While the third and first classes passed fairly, the others did badly. The translation of the Preparatory Matriculation Class may be particularized. The five boys present obtained, out of the maximum of 20 marks, 5, 4, 4, 4, and 3, respectively, and the numbers of errors of spelling in these exercises are 25, 22, 22, 56, and 30. The Deputy Inspector says, what the figures fully

justify, that "the spelling errors in the Translation exercises are disgraceful for a class learning the Matriculation subjects." Speaking of his examination generally, he writes: "The Vernacular Department is certainly in a very unsatisfactory condition. Several of the boys in each class did not answer a single question put to them, the few marks entered against them having been secured in mere *Reading*. In Grammar scarcely anything is known throughout the school. Vernacular writing is bad also throughout the school. The boys do not practise copy-writing in their own vernacular languages." The time of the examination was, however, rather unfavorable, soon after the re-opening of the school.

178. *The Harris' School, Royapetta*, passed pretty fairly at an inspection held in January. About that time the Secretary to the Church Mission Society, the managers of the school, addressed an elaborate communication to Government, soliciting greatly increased aid, which was sent to me "for remark." After reporting on the school, I remarked on this application as follows:—

"I have read carefully the letter to the address of the Chief Secretary to Government, sent to me with Proceedings under reply for 'remark.' I need take no note of what there is in the letter that 'lies outside the scope of the Educational Department.' There are four applications in the letter lying within its scope.

"*First.*—An application for a half-salary grant for the Rev. Mr. Sell.

"*Second.*—An application for a grant of Rupees 15 per mensem in aid of the salary of the Arabic Teacher.

"*Third.*—An application for a grant of Rupees 25 per mensem in aid of the salary of the Persian Teacher.

"*Fourth.*—An application for a grant of Rupees 10 per mensem in aid of the salary of the Tamil Teacher.

"The standard of the Harris' School does not reach that laid down for a fully-developed Taluq School, nor is anything taught (except the languages for which there are special teachers) that an efficient matriculated student could not teach, nor is the number of pupils such that a master of similar qualifications could not manage the school. The entertainment of an expensive European Master is, therefore, superfluous, as far as the requirements of this department are concerned. Whatever Mr. Sell may do 'outside the scope of the Educational Department' is beside the question. In addition to this prime objection, there is the fact that Mr. Sell's teaching is confined to one subject to the three higher classes of the school, containing no more than 27 boys, and is for a shorter time daily than the rules prescribe as an essential condition to a grant-in-aid. There is the further fact that Mr. Sell has not passed any examination, and is, therefore, eligible only for a one-third salary grant, provided all other conditions are fulfilled. Government might, of course, make an exceptional case; but the main difficulty seems to me to be the standing of the school, which, according to the standard of this department, does not require any man of higher attainments than the F.A. or even

the Matriculation Examination of the University of Madras guarantees. The present Second Master of the school, for example, does most of the higher teaching, and should be qualified to do the whole.

"If it be argued that it is intended that the Harris' School should rise to a much higher standard, it has to be considered that it has failed to do so in the 17 years it has been in existence; and that it would be against the expressed policy of Government that it should do so, it being desirable to provide only *elementary* education for Mussulmans,* in accordance with which policy the standard of the Madrissa-i-Azam and the Anglo-Vernacular School, Mylapore, has just been lowered; and it would, as it seems to me, be a contradiction for Government to assist in raising the standard of an aided school within a month of its lowering that of two Government Schools of exactly the same character.

"It remains to consider the other three applications. Arabic is not taught in the Madrissa; and the question whether Persian should continue to be is now before you. It is not easy to see what principle Government would be going on if it should assist a private school to do what is not considered necessary in a Government institution. Persian is, I believe, considered necessary to the education of a respectable Mussulman, and on this ground should, I think, be taught. If the master who teaches it is fairly efficient, and teaches for four hours a day, I should recommend a one-third grant in his case.

"Tamil is also desirable, and I should make the same recommendation for the Tamil Munshi."

Considerably increased aid has since been given to the school under the rules, but no exceptional case has been made.

179. The locality of *the Hindu Anglo-Vernacular School, Mutialpetta*, will be better understood when I state that it is in Royapooram, not far from the Railway Station. The school, as its name may imply, is entirely under Hindu mangement.

Its inspection has been held since the close of the official year, with, speaking generally, fair results, though one division of the second class failed much in Geography, and the work of the two highest classes on paper is unsatisfactory.

Observing, during my inspection, that the writing was not good, I inquired for copy-slips, and was informed that there were some, but *they were with the Secretary!* bought, one may suppose, to be kept locked up !!

180. *The Civil Orphan Asylum, Egmore.*—The Fort St. George Charity School was amalgamated with the Civil Asylum in January 1872, so that the combined institution had been at work just a year at my inspection. The standard of the former school was very low, and I always thought it ought to be raised. I consider both institutions to have benefited by the change, and

* See the close of paragraph 140 of this report.

think them likely to benefit more as soon as they are thoroughly welded together.

Reporting on my last inspection held in December, I said :—

Of the fifth class.—"Though, in some of the subjects, the class should have stood higher, the general average, of 216 marks out of the maximum of 440, may be regarded as a fair result, seeing that the marks in 6 of the 11 columns are for work on paper."

Of the fourth.—" The general result for the class, indicated by a total of 111 marks out of the maximum of 320, may be pronounced fair."

Of the third class, and on the general principle of the distribution of teaching throughout a school, I said : " The average result of the answering of questions on the language and matter of the reading lesson is fair, and the class was intelligent. It gives me pleasure to be able thus to report, as this part of the Asylum was, for some years, dull and rather a dead weight. I observe, from the syllabus, that Messrs. King and Walker both take the third class in English and Arithmetic. It is always desirable that, as far as is possible, *the whole of a school* should have the advantage of the teaching of the best masters in the school. The higher classes necessarily absorb the greater share of their attention, but it is very injurious to the lower classes, and, in the course of years, to the whole school, for them to be left entirely to the instruction of monitors. Under such conditions, their teaching is likely to be mechanical, dull, and unintelligent, and habits of mind are formed that it is often impossible afterwards to eradicate. Even one hour's daily instruction from the head or an efficient assistant master prevents this, and is the salvation of the class.

" This matter seems to me of sufficient importance to merit special notice, the more so that I observe all the classes below the third, containing no fewer than 80 boys, to be left entirely to the instruction of three monitors."

Of the second class.—" The general result, of 118 marks out of 170, is decidedly satisfactory."

Of the first.—" The three divisions of the first class contain 47 boys, and it seemed to me that more might have been done with these."

181. *St. Francis Xavier's School, Big Parcherry, Black Town*, is one of the schools of the Roman Catholic Church, maintained in a poor locality, and meant for the East Indian population. Reporting on the school, after an inspection held in September last, I said : "I am in some doubt as to the class in which to rank this school. If what is specified in paragraph 2 as the work of the highest class were well done, it would be a Middle-Class School ; and in that class I am inclined to allow it to remain for the present. Should you agree in this view, it might be desirable that Dr. Fennelly should be made acquainted with the fact, that its claim to this position requires strengthening, by more thoroughness, if not a higher standard, in the highest class, and improvement in the others, particularly in division B of the third and second classes."

182. *Lutheran Mission School, Purseewalkum.*—The following was the classification of this school when it was inspected in February :—

Fifth Class, Division B	5	
Do. do. A	6	33
Fourth class	8	
Third do.	14	
Second do.	13	
First do.	16	68
Preparatory	39	

The three higher classes (one with two divisions) thus contained 33 pupils, while the three lowest had more than double that number, 68.

This school is within ten minutes' walk of the S. P. G. Anglo-Vernacular School, Vepery, and, I cannot but regard it as involving a waste of both teaching power and money to keep up these small advanced classes, where, as here, they are unnecessary. It seems to be an important question. Now that funds are limited, and grants are often refused when they might with advantage be given, and one worth consideration, whether this department should not refuse new grants to, and withdraw old ones from, teachers who are employed in teaching classes that should not be in existence. In the course of this report I have noticed some cases of this kind, and there are others that I have passed over.

The results of the examination were only of a moderate character. The time of the examination was, however, unfavorable for the school, being shortly after the vacation.*

183. *The Church Mission Anglo-Vernacular School, Chintadripetta*, has been recently inspected. It aims at the fourth standard on the results' system, though aided by means of salary grants. It does not reach the standard in English nor in Arithmetic. The highest class passed fairly in History; and the Deputy Inspector says: "The boys of the fourth class may fairly be said to have attained the fourth standard of the Results' Grant Rules in Tamil Reading and Writing, but not in Grammar, as in this last subject the boys had gone through *Nouns and Verbs* only in Pope's *First* Catechism. The third class was defective in the same subject."

184 *Davidson Street School.*—This is a school of the London Mission under the Rev. Mr. Organe. Twice have inspections that I fixed been put off, the first time at the urgent request of Mr. Organe; on the second occasion from his absence from Madras, and my communication not being replied to till the day fixed had passed. School Managers may, perhaps, think it a slight thing to put off an inspection. I find it a serious matter, as, after the postponement, it is too late to fix another inspection for the appropriated day, which is, therefore, devoted to office work. The time is not lost, but there is an inspection, the fewer held within the year for every such interference; and it happens that there have been as many of such cases within the last twelve months as within the previous ten years. Dengue is to be credited with several of them.

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*This remark occurs often. I am always unwilling to take a school at an unfavorable time, and have put off *many* inspections at great inconvenience, and, in one sense, loss of time. The number of schools to be inspected is, however, so great that the work must unavoidably be spread over the year.

Union School, John Pereira's.—This school was examined and reported on early in the official year. The results were not high, and the Head Master's attention had, I thought, been too much confined to about a dozen boys forming the two highest classes. Increased Government aid was afterwards sanctioned, and I hope to find an advance, not in standard, but in soundness, in an inspection which I hold to-morrow. The following quotation from my report on the school will show one important point that I found fault with:—"The Arithmetic is a failure for one, not much better for two others, while the remaining boy has but 14 marks out of the maximum of 60. I send with this copy of the questions in Arithmetic given to the class, as well as the boys' papers. It does not seem to me that at all too much was demanded, and the inference is that the boys are very unsound in their work. I very much question the wisdom of their going on with Euclid. It would be of much more value to them to possess an exact knowledge of Arithmetic than an unsound knowledge of that subject and a smattering of Euclid, whether the knowledge itself be regarded, or the effect of the discipline be taken into account. If both Euclid and Arithmetic can be done well, by all means do both; but if not, then let the most important of the two subjects have the attention which is now divided between both."

186. *St. George's Cathedral School, Royapetta.*—Was inspected in February, when the classes passed poorly. I concluded my report on the school as follows:—"This school does not seem to me doing work commensurate with its cost, nor to warrant the continuance of a monthly grant of Rupees 50 from Government. Indeed it cannot draw any further Government grant until its standard is raised, being unquestionably in the *lower* class at present." You have, however, allowed the school to continue to be ranked in the middle class, but remarked that "instead of having a Head Master on the large salary" (*large*, that is as compared with the results produced) "of Rupees 100 per mensem, a teacher on half that pay ought to suffice for the work."

187. In the Chingleput District there are three Middle-Class Schools which I may take according to the number of pupils. First comes *the Free Church Branch School, Chingleput*, which was inspected in March, when the highest class was a Preparatory Matriculation with five pupils; and the next class below contained 11 pupils. Doubtless there is more reason for maintaining a high class, though it contain but few pupils, in a town like Chingleput, which has no Higher-Class School than there is in Madras. I still, however, doubt the wisdom of it even in such a case.

The classes passed with results generally rather below fair. As in several other cases, however, the time of the inspection was not favorable.

On the Vernacular Examination the Deputy Inspector of Schools reported as follows:—"The text-books used in all the classes in Tamil Poetry are those with meanings, so much so that not a single copy of the plain text could be procured for my examination. This has the disadvantage of preventing the pupil from exercising his own thought and judgment. For the teacher, instead of working out the meanings of the different passages by the boys themselves, allows them to commit to memory the meanings and explanations

given in the book. The consequence is, that when the pupils are required to paraphrase any stanza, they all write out verbatim the book-paraphrase, there being scarcely any difference between the paraphrase of the one and that of the other.

"Tamil Grammar is a weak point throughout the school, with the exception of the two divisions of the highest class, in which the pupils acquitted themselves satisfactorily."

188. *The Wesleyan Mission Anglo-Vernacular School, St. Thomas' Mount*, was inspected early in the official year with tolerably fair results.

Speaking of the Geography of the fourth class, I wrote: "Before I began examining in the last-named subject, I inquired whether the class had been taught through the medium of English, and was told that it had been; I, therefore, put my questions in English, but I saw at once that the questions were not understood, and translated them into Tamil throughout the examination. With that but five have done fairly. It is difficult to see how boys can acquire knowledge of a subject through a language of which they do not know enough to understand questions put in it."

189. *The Roman Catholic School, Palaveram*, is a small one. The classes passed pretty creditably when examined early in the official year.

190. In Cuddalore there are two schools ranked in the middle class, both of which were inspected in March.

The Munjacoopum Anglo-Vernacular School is managed by a Hindu Committee, and passed pretty fairly in what was professed, but it is really a Lower-Class School, as I have before reported.

191. *The S. P. G. School, Old Town, Cuddalore*, had very small upper classes. It passed about fairly. When reporting on it I said: "The school may, I think, be ranked in the middle class, but to continue to be so ranked its highest class should be larger and the instruction of that class sounder."

192. *Female Education*:—As shown in paragraph 7 of this report, the total number of girls under instruction in schools connected with the department was 4,329 on the 31st March 1873. More than three-fourths of these are in the town of Madras, as will be seen from the list I will now give.

The Free Church Mission has the following eight Girls' Schools in the division:—

Name of School.	Number on the Rolls on	
	31st March 1872.	31st March 1873.
Girls' Boarding School, Madras	70	78
Do. Madras Day School	190	225
Balica Patasala...	190	200
Black Town Branch School	80	87
Chingleput do.	83	90
Conjeveram do.	47	35
Trivellore do.	72	80
Chetty Girls' School, Madras	63	73

Of the above, the first is the most advanced. Its highest standard will be seen from the following statement of the work done in the fifth class:—

" *Poetry.*—Selections in English Poetry No. I. First 10 pieces.
" *Prose.*—Third Reader. First 73 pages.
" *Morrell's Grammar and Analysis.* Morrel's. First 80 pages.
" *Brief Historical Sketch.*—The whole of Asia.
" *Geography, Manual.*—The whole of Europe.
" *Arithmetic, Barnard Smith's.*—Vulgar Fractions and Simple Proportion.
" *Method.*—Fowler's Discipline and Instruction. First 86 pages.
" *Composition.*—Easy Themes.
" *Tamil Poetry.*—Anthology. First 50 stanzas.
" *Grammar.*—Pope's Second Grammar. First 85 pages.
" *Copy-writing and Dictation.*—In English and Tamil."

At a recent inspection the school generally passed pretty satisfactorily, with, however, two exceptions. The highest class did badly in a paper in Arithmetic, and Tamil seemed to require more care.

The two schools next in the list have, for the last two or three years, sent in some of their highest class to the examination for teachers' certificates, with no great amount of success however. The remaining five are of lower standard, but doing useful work.

193. The Roman Catholic Mission has the following seven Girls' Schools :—

Name of School.	On the Rolls on the	
	31st March 1872.	31st March 1873.
Presentation Convent Special School...	13	13
Do. Pay do.	70	74
St. Mary's Orphanage	90	83
St. Francis Xavier's School, Parcherry	116	96
St. Peter's School, Royapooram	53	45
The Royapetta School	27	23
The Palaveram School	63	41

These are for English-speaking children. They were all fully inspected and reported on during the year, and the necessity I am under to close and forward this report precludes my now remarking on them.

194. The Wesleyan Mission comes next for its Girls' Schools, which are as follow :—

Name of School.	Number on the Rolls on	
	31st March 1872.	31st March 1873.
Boarding School, Royapetta...	26	29
Day School, Popham's Broadway	Not recorded.	44
Hindu Day School, Royapetta	67	60
Do. Triplicane	86	63
Caste Girls' School, St. Thomas' Mount	80	84
Do. Sydapetta	44	52

The first two of the above have received aid on the results plan, the first reaching the third standard and the second (which is for English-speaking children) passing a few under the fourth. The other schools are more elementary.

195. The London Mission has the following Girls' Schools :—

Name of School.	Number on the Rolls on	
	31st March 1872.	31st March 1873.
Davidson's Street School, Black Town	93	102
Caste Girls' School, Vepery	110	85
Do. Vurdamutiappen Street, Black Town	117	66
Do. Veerapillai Street, Black Town.	109	74

The first is an efficiently managed school for English-speaking children, the remaining three for natives calling for no particular remark.

196. The principal other Girls' Schools in Madras are the following :—

Name and Locality.	Number of Pupils on the Rolls on the	
	31st March 1872.	31st March 1873.
Military Female Orphan Asylum, Madras	187	160
Civil do. do.	65	71
Doveton Protestant Girls' School, Madras	116	88
Emmanuel Church School, Black Town	73	71
N. F. E. Society's School, do.	98	92
St. Matthias' Poor School, New Town	81	90
Do. do. Pursewalkum	55	48
Union School, John Pereira's	69	62
St. George's Cathedral School, Royapetta	59	47
Streenevasa Pillai's Vernacular Female School, Madras ...	162	151
Christ Church School, Mount Road	30	47
St. Andrew's Poor School, Chintadripetta	27	38
German Lutheran Mission School, Pursewalkum	54	52
Balica Patasala, Triplicane	83	75
Church Mission Society's School, Chintadripetta	80	60

All these fifteen schools except two have been inspected, the two being *Streenivassa Pillai's Vernacular Female School*, the inspection of which I had to postpone after fixing a day; and the last, which does not now receive any grant, there having been a difficulty on the transfer of the school to the Municipality, and the managers have allowed the grant to lapse.

I remark only on the two first in the list.

The Military Female Orphan Asylum I was unable to report favorably on. The Directresses have taken much trouble to select qualified mistresses, a strengthening of the teaching staff being essential.

The Civil Asylum maintained its reputation of being one of the best taught girls' schools in the division.

197. A considerable number of girls are also taught in mixed schools in Madras, of which the following is a list :—

Name and Locality.		Number on the Rolls on the 31st March 1872.		Number on the Rolls on the 31st March 1873.	
Church of England Day School, Royapooram ...	Boys	21		33	
	Girls	41		25	
Do. do. Parcherry ...	Boys	60		91	
	Girls	52		42	
St. Mary's Roman Catholic Infant School, Black Town	Boys	35		35	
	Girls	50		52	
St. Matthias' Poor School, Poodoopetta	Boys	26		20	
	Girls	40		33	
S. P. G. Anglo-Vernacular School, Nungumbaukum.	Boys	40		63	
	Girls	8		8	
Church Missionary Society's School, Kulmundapum	Boys	42		37	
	Girls			10	
Do. do. Konditope ...	Boys	48		42	
	Girls			19	
St. John's S. P. G. School, Poodoopetta...	Boys	43		45	
	Girls	30		25	
Christian Vernacular Education Society's School, Royapetta	Boys	55		51	
	Girls			12	

198. In South Arcot there are the following five schools:—

Name and Locality.		Number on the Rolls on the 31st March 1872.	Number on the Rolls on the 31st March 1873.
Vernacular School, Munjacooppum		43	44
Pensioners' School, Cuddalore...		18	19
S. P. G. School, Old Town, Cuddalore		28	26
Boarding School, Puttambaukum		21	16
German Lutheran Mission Boarding School, Semmanadalum	Boys	17	49
	Girls	13	13

These are all of an elementary character.

199. The Teachers' Certificate Examination involved some heavy work from August to November.

200. All the Deputy Inspectors worked well on the whole, though one of them has caused me some inconvenience by being in arrears, as he is indeed, at this moment, with his statistical return. Venkatramiah, who was appointed to the Chingleput Circle just before my return from leave, has given me much satisfaction.

APPENDIX A.

No. VIII.

From JOHN BRADSHAW, ESQ., M.A., Acting Inspector of Schools, 4th Division, to E B. POWELL, ESQ., M.A, C.S.I., Director of Public Instruction, dated Trichinopoly, 4th June 1873, No. 579.

SIR,

I HAVE the honor to report on the state of education in the 4th Division for the year ending 31st March 1873.

2. Mr. Caldwell, the Inspector of this division, on his departure for Europe on sick leave, gave over charge of the division to Mr. Garthwaite, Inspector of Schools, 6th Division, on the 19th August, from whom I assumed charge on the 24th September. In consequence of Mr. Caldwell's ill-health, and Mr. Garthwaite's having his own division also to attend to, but little could be done in the way of inspection from June to October.

I.—STATISTICS.

3. The 4th Educational Division comprises the Collectorates of North Arcot, Salem, Trichinopoly, and Tanjore. The following table shows the number of scholars connected with the department, as compared with the area and population* of each collectorate and of the division as a whole :—

TABLE I.

Districts.	Area in Square Miles.	Population.	Scholars under Inspection.	Proportion of Population to each Pupil.
North Arcot	7,139	2,007,667	12,483	161
Salem	7,483	1,968,243	† 7,630	257
Trichinopoly	3,515	1,197,936	4,896	244
Tanjore	3,654	1,975,042	17,767	110
4th Division	21,791	7,173,888	42,726	167

4. Table II. shows the number of schools and the number of scholars under inspection for the last five years.

TABLE II.‡

—	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.
Schools	209	442	540	866	1,443
Scholars	13,774	16,724	20,358	27,000	42,726

* The figures for the area and population are taken from the report of the Acting Director of Public Instruction, 1871-72.

† Includes 27 pupils in the *Bangalore* Orphanages.

‡ The pupils in the Normal Schools, Vellore and Trichinopoly, are not included in this table.

5. Table III. classifies the schools according to their standard, with the number of pupils, as compared with last year.

TABLE III.

Standard.	Number of Schools on the 31st March		Number of Pupils on the 31st March	
	1872.	1873.	1872.	1873.
Colleges	3	4	119	151
Higher-Class Schools	11	11	2,854	3,004
Middle-Class Boys' Schools	148	110	6,922	5,999
Lower-Class Boys' Schools	671	1,277	15,626	31,641
Girls' Schools	31	39	1,453	* 1,904
Bangalore Orphanages	2	2	26	27
Total ...	866	1,443	27,000	42,726

There are thus 16,000 more pupils connected with the department than there were a year ago ; but that number just represents the number of pupils belonging to Lower-Class Schools brought under inspection during the year. The line of demarcation between Middle and Lower Class Schools is still so loosely drawn that the figures are an arbitrary quantity, and do not afford data for comparison of one year with another. There is an increase of 150 boys in the Higher-Class Schools; but both the number in Colleges and the number of girls under instruction have increased largely, the former by 32, and the latter by 450.

6. The following table shows the agency by which the schools are managed :—

TABLE IV.

Managers.	Schools.	Pupils.	Schools.	Pupils.
Government	...	...	21	2,440
Mission or European.				
S. P. G. Mission...	50	2,439	...	...
Wesleyan Mission	21	1,497	...	...
Roman Catholic Mission ...	18	940	...	...
German Lutheran Mission ...	15	446	...	...
London Mission	12	422	...	...
Church of England Schools ...	7	284	...	...
Church of Scotland Mission ...	8	275	...	...
American Mission	2	99	...	...
			123	6,402
Native	...	...	1,294	33,884
Total ...	...	...	1,443	42,726

7. Table V. shows the sex and race of the pupils.

* This includes 309 girls reading in Boys' Schools.

TABLE V.

Sex.	European.	East Indian.	Native Christian.	Hindu.	Mahomedan.	Parish	Total.
Boys	36	130	1,302	37,261	1,994	88	40,811
Girls	40	135	869	1,371	...	...	1,915
Total, 1873 ...	78	265	1,671	38,632	1,994	88	42,726
Total, 1872 ...	60	261	1,623	23,940	1,116	...	27,000

8. Table VI. shows the languages taught, and the number of pupils studying each. Of the 42,726 pupils, only 10,741, or just a quarter, are studying English; last year the proportion was more than a third.

TABLE VI.

—	English.	Tamil.	Telugu.	Hindustani.	Sanscrit.	Canarese	Latin.
Boys	10,497	36,072	4,681	145	491	15	122
Girls	244	1,592	245	...	...	...	...
Total, 1873 ...	10,741	37,664	4,926	145	491	15	122
Total, 1872 ...	9,479	24,361	2,219	53	...	14	115

While there is an increase of upwards of 16,000 studying Tamil and Telugu, the increase in the number studying English is only 1,262.

II.—COLLEGES.

9. There are four Colleges, or High Schools with a Collegiate Department, in the division, viz, the Government Provincial College, Combaconum, which educates up to the B.A. standard, and naturally does not come under inspection; the S. P. G. High School, Tanjore; the S. P. G. High School, Trichinopoly; and St. Joseph's College, Negapatam. This is an increase of one on last year, the S. P. G. High School, Trichinopoly, which for the last two years had not aimed higher than the Matriculation Examination, having resumed its former place, a class for the First Examination in Arts having been formed at the beginning of this year.

10. The following table shows the strength of the collegiate institutions for the last five years.

TABLE VII.

Institutions.	Number on Rolls on the 31st March				
	1869.	1870.	1871.	1872.	1873.
Provincial College, Combaconum ...	82	96	112	98	102
S. P. G. High School, Tanjore	17	18	22	9	28
S. P. G High School, Trichinopoly ...	14	9	...	...	11
St. Joseph's College, Negapatam ...	7	7	17	12	10
Total ...	120	130	151	119	151

11. Estimating the results of the collegiate education by the success of the students at the University Examinations, the following figures (Table VIII.) show the number that have passed the First Examination in Arts from each institution for the last five years :—

TABLE VIII.

Institutions.	1868.	1869.	1870.	1871.	1872.	Total.
Provincial College, Combaconum	19	34	...	26	17	96
S. P. G. High School, Tanjore	5	13	3	4	...	25
S. P. G. High School, Trichinopoly ...	3	7	4	...	...	14
St. Joseph's College, Negapatam	3	2	...	1	2	8
Total ...	30	56	7	31	19	133
Total for Presidency ...	154	220	96	96	76	642

In 1871 nearly 33 per cent. of all the successful candidates belonged to Colleges in the 4th Division ; in 1872 exactly 25 per cent. In both years, however, the number passed from the private Colleges was very trifling; and in 1872 the S. P. G. Colleges at Tanjore and Trichinopoly, which in 1869 had passed 20 candidates between them, disappear from the list; both have now strong College classes, and will, no doubt, regain the position they held before the enhancement of the fees, and the extended course of study for this examination gave a temporary check to the number who could afford to prepare for it.

At the First Examination in Arts, 1872, 60 candidates appeared from Colleges in the 4th Division, and 19, less than one-third, passed. Fifty-four presented themselves for examination at Combaconum, and 35 failed; every one of the 35 failed in English, 12 in English alone, 10 in English and History and Geography, 8 in three subjects, 2 in all subjects, and 1 in Optional Language only. Five appeared at Tanjore, and all failed ; 2 failed in History and Geography only, 2 in History and Geography, English, and Mathematics, and 1 in English only. One candidate appeared at Trichinopoly and failed in English, History, and Geography, and Optional subject.

III.—HIGHER-CLASS SCHOOLS.

12. There are 11 schools in this division which I find classified in previous reports as of the higher class ; but if the claim to be ranked as such depends on the numbers who pass the Matriculation Examination, and on the strength of the higher classes, and not on a mere spasmodic effort for a single year, or an annual outturn of one successful candidate on an average, there are more than one which have as yet scarcely established a sufficient claim to be graded as High Schools. For the sake, however,

* In the foregoing tables the pupils at the Combaconum College are included, but those at the Normal Schools, Vellore and Trichinopoly, do not appear, as they are reported on by the Inspector of the 3rd Division.

of comparing them with the other schools among which they have hitherto been placed, I shall let them take rank as heretofore.

13. Taking the Matriculation Examination as a test of the state of the schools educating up to that standard, the following table shows the numbers passed from each school for the last five years :—

TABLE IX.

School.	1868.	1869.	1870.	1871.	1872.	Total.
Provincial College, Combaconum	43	55	61	29	53	241
Zillah School, Chittoor	5	8	6	10	14	43
Do. Salem	5	6	5	6	7	29
S. P. G. High School, Tanjore	14	16	20	12	15	77
Do. Trichinopoly ...	15	7	9	8	22	61
St. Joseph's College, Negapatam	2	7	9	7	12	37
Wesleyan Mission School, Mannargudi ...	...	6	3	2	6	17
S. P. G. Seminary, Vediarpuram ...	4	...	3	2	1	10
Wesleyan Mission School, Negapatam ...	...	...	3	2	4	9
Do. Trichinopoly ...	...	...	1	1	2	4
German Lutheran Mission Schl,. Tranquebar	...	2	...	...	1	3
Total, 4th Division ...	88	99	120	79	137*	531
Total, Presidency ...	324	401	424	492	611	2,252

14. From the foregoing table it may be seen that, while from 1868 to 1870 more than a quarter of the successful candidates at the Matriculation Examination belonged to schools in the 4th Division, in 1871 the proportion fell to less than one-sixth; but at the last examination it had almost regained its previous standing. In the former year the great failure in the Tanjore District was in Tamil, but in 1872 the candidates from the Tanjore and Trichinopoly Schools appear to have been better grounded in their Optional Language. At the examination in December last 78 unsuccessful candidates presented themselves at Combaconum; 63 failed in their Vernacular, 29 failing in that subject alone; 39 failed in English, but only 5 failed in English alone. At Tanjore 83 were unsuccessful; 60 failed in the Optional Language, 12 failing in it only. At Trichinopoly 44 were unsuccessful, 28 failing in the Optional Language, 8 of them failing in that subject only.

15. With regard to the individual success of the several schools the Lutheran Mission School, Tranquebar, the Wesleyan Mission Schools at Trichinopoly and Negapatam, and the S. P. G. Seminary, Vediarpuram, have not passed three each on an average for the last four years; and their claim to rank as High Schools is very slender.

16. The following table shows the strength of each of the Higher-Class Schools for the last five years, and the present strength of each class :—

* This does not include four successful candidates from the Normal School, Trichinopoly, and one boy from the S. P. G. Mission School, Poreyar.

TABLE X.

School.	Number on the Roll on the 31st March					Number in each Class on the 31st March 1873.					
	1869.	1870.	1871.	1872.	1873.	VI.	V.	IV.	III.	II.	I.
Combaconum College, Junior Department.	366	369	408	301	279	71	97	111	...	...	...
S. P. G. High School, Tanjore	516	457	396	456	486	70	54	80	117	49	116
Do. Trichinopoly.	352	353	328	415	435	48	71	94	126	40	56
Zillah Schl., Chittoor	339	352	329	284	356	35	35	77	95	91	23
Do. Salem.	360	342	374	353	320	17	47	86	96	74	...
St. Joseph's College, Negapatam.	228	260	309	297	339	28	31	45	58	48	129
Wesleyan Mission School, Mannargudi	153	156	135	155	175	18	45	25	20	23	44
Do. Negapatam.	174	263	223	186	169	13	32	22	33	42	27
Do. Trichinopoly.	260	157	161	163	214	7	12	14	19	71	91
Lutheran Mission School, Tranquebar.	151	156	173	152	134	8	7	13	17	23	66
S. P. G. Seminary, Vediarpuram ...	136	120	112	92	94	10	16	14	19	11	24

III. (2).—GOVERNMENT SCHOOLS, HIGHER CLASS.

17. The Government Zillah School, Chittoor, is the only school of the higher class in North Arcot. I inspected it on the 16th, 17th, 18th, 19th, and 20th of December. The Matriculation Class was undergoing the University Examination at the time, and the result is exceedingly creditable to the Head Master, C. Teruvengada Naidu, and his Assistants: out of 16 boys who have appeared, 14 passed; this is the highest number which has passed from any Zillah School until this year, when the same number succeeded from Madura. Of the 14 successful candidates 9 took Telugu as their Optional Language, and the remainder Tamil.

Zillah School, Chittoor.

Head Master, C. Teruvengada Naidu.
11 Assistants.

The fifth class consisted of 20 boys, 19 of whom were present. In English, which I examined both by paper and *viva voce*, the average obtained by the class was 53 per cent. The Algebra paper was done remarkably well, the percentage of the class being 85. The answering in Euclid, which I took *viva voce*, was good, with exceptions. The results in the Arithmetic paper ought to have been better, and would have been, had more attention been paid to the meaning of the questions: where only mechanical processes had to be gone through, correct solutions were returned; but where any thought was required, there was a general failure; the whole class, too, with one exception, failed in a sum from their not knowing the tables of square measure. The answering in English History was very bad.

The fourth class was divided into two divisions, one consisting of boys whose vernacular is Tamil, and the other of Telugu boys. They were examined together, and did fairly in all subjects; the Tamil boys, however, were 20 per cent. better than the Telugu boys in Arithmetic.

There are three divisions in the third class, two of which are Telugu boys The answering of the class was fair on the whole, but the Tamil Division did not obtain so high an average as the Telugu; this I mainly attribute to there being seven Tamil boys of 18 or 19 years of age, who are very deficient and too old for a third class, or to gain much more knowledge than the little they have acquired.

The second and first classes did well generally, except that Division B, Class II., failed in Geography, as did also the first class.

In the third, fourth, and fifth classes the English Class-books were all marked with the explanation or parsing of the words to such a degree that it would be impossible for a teacher to examine a boy in an old lesson or the Inspector to test a boy's knowledge, as in most cases the answer was before him. As the masters are interested in the answering of their classes, they naturally have no objection to seeing the instruction they impart transferred, if not to the boy's head, at least to the margin of his book, to be reproduced at the inspection; but such books come under the category as a "key" would in an English school, and should be destroyed whenever found.

There is *no* school-house; the building occupied by the school is a private house, and unsuited in many respects for school purposes, being divided into a great many rooms, so that the Head Master cannot see what is going on in more than one or two of the classes at a time.

18. The only school of the Higher Class in the Salem District is the Zillah School, Salem. Though it more than maintained its position at the last Matriculation Examination, only seven successful candidates out of the 17 who presented themselves shows a large proportion of failures.

Zillah School, Salem.
Head Master, Mr. J. Small.
11 Assistants.

I inspected the school on the 10th, 11th, 12th, and 13th of December last, and examined the classes both by papers and *vivâ voce*. The answering of the fifth class in English was very fair, and the percentage obtained in Arithmetic and in Algebra was very high. The Euclid which I took *vivâ voce* had not been studied intelligently by the class; though probably had the examination been by paper all the boys could have written from memory the words of the book. There were but four boys who thoroughly understood what was meant by the figures they were drawing on the black-board, nor was it creditable that five boys in succession failed to prove the 16th and 19th Propositions of the First Book. The answering in the Geography of Europe was middling, and in English History very bad.

The fourth class consists of three divisions, which were examined together in all subjects. B and C did very well in English; A poorly. In Arithmetic all three were middling. The Euclid of A was good, of C middling, and of B bad. In Geography A was very bad.

The third class, which also consists of three divisions, passed a satisfactory examination, except that A was very deficient in English, 18 of the 27 boys not having answered a single question in Parsing and Grammar out of seven rounds.

The second class did well, especially Division C, which obtained two-

thirds of the total number of marks. Division B, however, failed altogether in Geography.

The first class consisted of but one division, and the answering was satisfactory, with the exception of Geography. To make room for the formation of two divisions in the fifth class, I recommended the abolition of the first class, there being sufficient provision for elementary instruction in the town schools; this was carried into effect from the beginning of this year, and accounts for the falling off in the strength of the school observable in Table X.

The Deputy Inspector found all the classes deficient in Tamil Grammar; this should be seen to in future, as it no doubt accounts for the large number who were unsuccessful at the Matriculation Examination.

The school-house is a good and neat building, and on a suitable plan for the convenience of the classes and the supervision of the Head Master. As there is no College building (as yet) at Combaconum and no school-house at Chittoor, the Zillah School, Salem, is the only Government School of the Higher Class in the division which possesses a school-house built for the purpose. I was much pleased with the discipline maintained in the school, the decorum and orderly behaviour of the boys, and their neatness in dress; though of course this is mainly due to the supervision of the Head Master, yet there is a civilizing tone given to both masters and boys from their mere assembling in a school-house, and not in a tumble-down palace or the muntapum of a temple.

III —Private Schools, Higher Class.

19. All the private schools of the higher class in this division are connected with missions, two are in Trichinopoly and six in the Tanjore District.

20. The S. P. G. High School, Trichinopoly, judged by its success at the Matriculation Examination, ranks third in the division, being only surpassed by Combaconum College and the S. P. G. High School, Tanjore. At the University Examination in December last nearly as many succeeded as in the previous three years together; and I am informed by one of the Tamil Examiners that the answering in Tamil was particularly good, the Principal having evidently devoted attention to that subject.

S. P. G. High School, Trichinopoly. Principal Mr. J. T. Margoschis (Mr. J. Crighton acting). 14 Assistants.

At my inspection, which occupied five days in November, of the 375 boys on the rolls, 23 per cent. were absent owing to the prevalence of dengue in the native town; and for the previous three months the attendance had been considerably affected by this sickness, which tends to account for the deficiencies in several of the classes.

The answering of the two divisions of the fifth class was good in English, in Arithmetic very good, and in English History bad. Both divisions of the fourth class were bad in English, being particularly defective in Parsing; of the portion brought up for examination in English History, neither division knew anything; in Euclid the answering was not satisfactory.

The five divisions of the third class did very well in all respects with the

exception of D, which was poor in Geography. Classes II. and I. passed a very satisfactory examination.

Mr. Margoschis having proceeded to England on two years' furlough, Mr. Crighton has taken charge of the school from the beginning of the official year 1873-74.

The school has for some years rented a large suite of buildings built on a native plan, and though in a very suitable locality, very incommodious for the classes, and latterly falling into ruin. The society having purchased these premises at a cost of Rupees 3,858, is about to re-build the entire frontage and make other alterations, which will cost Rupees 10,860; for this expenditure a half-grant of Rupees 7,350 has been sanctioned by Government.

Wesleyan Mission High School, Trichinopoly.
Head Master Mr. Young.
9 Assistants.

21. The Wesleyan Mission High School, which is situated about two miles from the S. P. G. High School, has not the advantage of being in so populous a locality. All the upper classes are weak in point of numbers, the fourth, fifth, and sixth classes containing only 14, 12, and 7 boys respectively; and only 4 boys have matriculated from it in the last three years. At my inspection in December the fifth class was divided into two divisions of 5 boys each; the senior division answered very well, and the lower badly. The other classes answered satisfactorily. It would be wise, considering the locality of the school, if the managers were to limit the standard to the fifth class. The increase of numbers, which is chiefly in the first class, is owing to a special Mahomedan Class having been opened in January last, but it was broken up in May in consequence of Government having issued orders for the establishment of an Elementary Mahomedan School in Trichinopoly.

S. P. G. High School, Tanjore.
Principal Mr. J. Marsh.
19 Assistants.

22. The S. P. G. High School, Tanjore, is the most important private school in the division, and ranks second in the Presidency. Unfortunately the situation is bad; instead of being in the native town, it is about two miles from it.

At my inspection in November, the two divisions of the fifth class were examined *vivâ voce* together; B was very good in English and A bad; but both did very well in Arithmetic. The classification in the fourth class was also defective, B being much the best. The junior classes did very well in all subjects. The Tanjore Fort School may be considered as a part of this school, though held under another roof.

S. P. G. Seminary, Vediarpuram.
Principal Rev. R. Nailer.
6 Assistants.

23. I inspected the Vediarpuram Seminary in November; there were then 93 pupils on the rolls. The answering of the fifth class in English was poor, the Euclid was a total failure, and the Geography was very bad. In the fourth class the answering in English was good and in Geography fair, but the Euclid was, if possible, worse than in the fifth class. The third class was fair, and the second middling.

As I pointed out in my inspection report, it is a great mistake that this school should aim at anything higher than a fourth class with the addition

of a class for candidates for Teachers' Certificates. The seminary is a boarding school for Christian boys, the average strength being about 100; no accession of numbers is likely to come from without, as the buildings were erected on a spot specially selected from its being at a distance from the native town with the object of isolating the boarders. The result is that the higher classes are weak in every sense of the word; a Matriculation Class of half a dozen boys, passing one or two annually, and material such as the present fourth and fifth classes supply, which is not likely to produce anything better. Boys promoted from the fourth class could be drafted on to the High School, Tanjore, which is under the same society, and within three miles of Vediarpuram; such a step would be a saving to both the society and the State, while at the same time the pupils would have the benefit of a sounder course of instruction at the High School.

It is almost a general rule that the more inefficient an institution is, the more costly it is; the monthly salaries of the teachers in this seminary amount to Rupees 539, the Principal's salary being Rupees 350; and the Government grant was Rupees 206, which actually exceeds the cost to Government of the Zillah School at Salem or Chittoor.

24. The Wesleyan Mission School, Mannargudi, progresses steadily both in University results and in other respects. It possesses a neat and commodious school-house, which was opened by Lord Napier in October 1871. At my inspection in December the school did fairly on the whole, but the graduation of the classes as well as the classification was defective; this the manager attributes to the fact that the school is still in its infancy; and as the inspections, had previously been held about February, the promotions had already taken place, which would account for the deficiencies I found in some subjects.

Wesleyan Mission School, Mannargudi.
Head Master Mr. J. Davis.
8 Assistants.

25. St. Joseph's College, Negapatam, is mainly intended as a boarding school for Roman Catholic boys from all parts of the Presidency, and possesses large accommodation in class-rooms and halls, as well as a strong staff of European Masters. For the last four years the Matriculation results have been good, but the success at the First Examination in Arts only moderate, partly owing, no doubt, to the College having to depend on itself alone for its material for the Undergraduate Classes.

St. Joseph's College, Negapatam.
Head Master Mr. W. Bernard.
3 European Assistants.
15 Native Assistants.

At my inspection in November the fifth class did fairly, the class not failing in any subject, but a sounder knowledge of English might be expected from a Preparatory Matriculation Class. Both divisions of the fourth class were deficient in Geography, and B was bad in Arithmetic. The first class is a large school in itself, consisting of 130 boys.

From the third class up the study of Tamil almost ceases, Latin being taken as the optional language for the University Examinations. I expected to find the manners of the boys better, considering the advantage a boarding school has in this respect over a day school, especially as regards native boys.

26. Negapatam is in the anomalous position of having a second so-called High School, the Wesleyan Mission School also having a Matriculation Class; and at the beginning of this year a class, consisting of three boys, commenced to read for the First Examination in Arts. For some years the S. P. G. Mission had an Anglo-Vernacular School at Negapatam, but broke it up in 1869; the Wesleyan Mission School appears to have been the gainer at first, as in 1870 the numbers rose by nearly 100 (*vide* Table X), but at present the numbers are below what they were five years ago, while St. Joseph's College has increased by upwards of 100 since 1869.

Wesleyan Mission School, Negapatam.
Head Master B. Vasudeva Naidu.
9 Assistants.

At my inspection in November the answering was fair on the whole, but the upper classes were small or sub-divided. Four boys passed the Matriculation Examination in December last, but only nine have succeeded in the last five years. It is certainly false economy of Government to support two High Schools in a town like Negapatam; nor is it less strange that two rival missions should sit down side by side, or rather at opposite ends of see-saw instead of the last comer opening up new ground elsewhere.

27. The German Lutheran Mission School, Tranquebar, shows a falling off in numbers since last year, owing to another school having been opened under native management close by. In the Mission School, which is a boarding establishment, the upper classes are very small, and but three boys have matriculated from it during the past five years. The answering throughout was but middling at my inspection in November. One good High School might be supported at Tranquebar, but the material is at present divided between the S. P. G. School, Porreyar, and the Lutheran Mission School.

German Lutheran Mission School, Tranquebar.
Head Master M. D. Massillamany Pillay, B.A.
10 Assistants.

IV.—Middle-Class Schools.

I.—*Government Middle-Class Schools.*

28. The Government Schools of the middle class are divided into two grades, Anglo-Vernacular Schools and Taluq Schools. In "Anglo-Vernacular" Schools the classes are of the same standard from the lowest upwards as the classes in a Zillah School as far as the fourth class, which is the limit; in Taluq Schools there is a class below the first class in an Anglo-Vernacular School, and the second class in a Taluq School corresponds to the first in an "Anglo-Vernacular," and so on. There is also a difference of fee, the fees in Anglo-Vernacular Schools being the same as in Zillah Schools, viz., 8 annas, 12 annas, 1 rupee, and 2 rupees; those in Taluq Schools are on a lower scale, viz., 4 annas, 8 annas, 12 annas, 1 rupee, and rupees 1-8-0. A Taluq School may educate up to the standard of the fourth class in an Anglo-Vernacular; and it may thus happen that a Taluq School may be of higher standard than an Anglo-Vernacular, though nominally of a lower grade, and of this we shall have instances presently. One further difference between the grading of the Anglo-Vernacular and Taluq Schools is that the masters in the former receive higher pay than those in the latter as such.

29. There are only three Anglo-Vernacular Schools in the division. The

following table gives particulars as to their present standard and their strength, respectively, for the last five years :—

TABLE XI.

Anglo-Vernacular School.	Number of Masters.	No. of Pupils in each Class, 31st March 1873.				No. of Pupils, 31st March				
		IV.	III.	II.	I.	1869.	1870.	1871.	1872.	1873.
North Arcot.										
Wallajahpett ...	7	13	19	37	29	220	124	155	96	98
Salem.										
Tripatore ...	4	...	21	21	45	142	129	115	84	87
Tanjore.										
Mayaveram ...	3	...	8	15	32	136	109	139	66	55
Total ...	14	13	48	73	106	498	362	409	246	240

30. The following table (XII.) shows the amount expended by Government, and the amount received in fees for the official year 1872-73 :—

TABLE XII.

Anglo-Vernacular School.	Government Expenditure.	Fee Receipts.	Average No. of Pupils for the year.	Annual Cost to Government for each Pupil.
	RS. A. P.	RS. A. P.		RS. A. P.
Wallajahpett	2,077 2 2	967 12 0	88	12 9 8
Tripatore	1,434 7 11	676 0 0	80	9 7 8
Mayaveram	1,396 0 1	450 12 0	54	17 8 1
Total ...	4,907 10 2	2,094 8 0	222	... ...

31. Each of the Anglo-Vernacular Schools has fallen off considerably in point of numbers since the introduction of the higher rate of fees in September 1871, there being an aggregate loss of 170 pupils, and the total number now reading in the three schools only amounting to a few more than were in the Wallajahpett School five years ago.

32. *Anglo-Vernacular School, Wallajahpett.*—The Anglo-Vernacular School, Wallajahpett, passed on the whole a satisfactory examination at my inspection in October last. The defects were : all the classes had studied a very small portion of English in the time spent on it ; the fourth class did poorly in Arithmetic, and badly in Geography ; and the Geography and History in the second class had been very badly taught.

There were eight masters in the beginning of the year, but, owing to the reduction in the strength of the school, the post vacated by the appointment of one of them to an Inspecting Schoolmastership was not filled up.

The school-house is a new and commodious building, for the extension and improvement of which Rupees 1,600 were subscribed by the inhabitants a few years ago ; but those were its palmy days, and now the rooms are half empty

Though the population of Wallajahpett and its suburbs stands at about

16,000, the total number of boys at present reading English in schools under inspection is only 110, or about one boy to 145 persons. This falling off is due to the increased rate of school fee and the poverty of the inhabitants.

33. *Anglo-Vernacular School, Tripatore.*—I inspected the Anglo-Vernacular School, Tripatore, in February. The third class is below the standard of a fourth class in a Taluq School; the boys are intelligent and answered well throughout, the chief fault I had to find being their mode of reading English Poetry.

There is a good school-house, with a large and well-planted compound which has recently been handed over to the care of the Revenue authorities, and this plot, together with the compounds in which the other Government buildings are situated, has been formed into an extensive park. The school saves the cost of a gardener thereby, while the pupils have access to all parts of the park

34. *Anglo-Vernacular School, Mayaveram.*—The Anglo-Vernacular School, Mayaveram, has succumbed more than either of the other two. I believe the causes may be set down to its proximity to Combaconum; those who can afford it proceed from the third class at Mayaveram to the fourth class in the Provincial College, the fee being the same (Rupees 2) as they would have to pay if there were a fourth class at Mayaveram, or they may join the fourth class of the Town School, Combaconum, the fee being only Rupees 1-8-0. In consequence of the low state into which the school had fallen in August last, the services of three of the masters were dispensed with; an elementary class, corresponding to the first class in a taluq, was opened; and the Head Master of the Tripatore Anglo-Vernacular School was transferred to it in place of the Head Master who was sent to Tripatore. At my inspection in November the answering of the classes was satisfactory, and showed that the teachers had done their work well; but the standard, as well as the numbers, was so low that I recommended its being ranked as a Taluq School. With this view you concurred; but an influential meeting of the townspeople having petitioned in April in its favor, a further period of trial has been granted.

I should remark that Table XI does not show the whole truth as to how low this so-called Anglo-Vernacular School has fallen. It must be remembered that there is no elementary first class at the Wallajahpett or Tripatore Schools; and since the elementary class at Mayaveram numbers 32, the strength of the Mayaveram "Anglo-Vernacular" School, instead of being 55 as given in the table, is but 23.

There is *no* school-house; the school is held in a muntapum, which is in almost every respect unsuited for the purpose.

35. I believe that the only means of *raising* the Anglo-Vernacular Schools is to *lower* them. The Wallajahpett School scarcely corresponds to a first-class Taluq School; the Tripatore School is not on a level with a second-rate one; and Mayaveram is worse than the worst Taluq School in the division. It would be a great saving to Government to place the masters on the same pay as those in Taluq Schools; it would be no small boon to the people to open an elementary class on a fee of 4 annas; and it would be only

calling the Anglo-Vernacular Schools by their right names if they were ranked as Taluq Schools, to the level of which they have come by the abolition of the fifth class, and the subsequent increase of the rate of fee.

36. The following table exhibits particulars as to the present standard and the strength for the past five years of each of the *Taluq Schools* in the division :—

TABLE XIII.

District.	Taluq School.	Number of Masters.	No. of Pupils in each Class, 31st March 1873.					No. of Pupils, 31st March				
			V.	IV.	III.	II.	I.	1869.	1870.	1871.	1872.	1873.
North Arcot.	*Chittoor Circle.*											
	Tripathy	3	...	...	11	15	59	49	57	57	75	85
	Palmanair... ...	2	...	...	9	16	31	45	37	45	47	56
	Vellore Circle.											
	Arcot	5	5	18	20	21	57	110	101	97	107	121
	Arnee	4	...	14	16	19	30	124	98	104	70	79
Salem.	*Salem Circle.*											
	Namacul	3	...	...	8	10	49	69	69	67	56	67
	Oossoor Circle											
	Kistnagherry ...	4	...	12	20	21	30	82	70	80	51	83
	Darampury ...	4	...	8	14	15	37	79	87	77	64	74
	Oossoor	4	...	3	18	10	43	73	88	96	75	74
Tanjore.	*Trichinopoly.*											
	Srirungum ...	6	19	24	30	36	42	142	145	146	137	141
	Tanjore Circle.											
	Trivadi	7	15	23	43	34	14	177	158	186	116	129
	Puttucottah ...	4	...	7	11	12	22	83	79	74	47	52
	Teruvadamurdur...	3	...	...	10	11	27	43	58	50	40	48
	Negapatam Circle.											
	Trivellore	6	20	23	33	18	27	119	129	148	131	111
	Nagore	Closed 30th Nov. 1872.						62	60	54	38	...
	Total ...	55	59	132	233	228	468	1,257	1,236	1,276	1,054	1,120

37. Table XIV. contrasts the present standard and the strength of the Taluq Schools for the past five years, according to the several districts.

TABLE XIV.

District.	Masters.	No. of Pupils in each Class, 31st March 1873.					No. of Pupils, 31st March				
		V.	IV.	III.	II.	I.	1869.	1870.	1871.	1872.	1873.
North Arcot... ...	14	5	32	56	71	177	328	293	298	299	341
Salem...	15	...	23	60	56	159	303	314	320	246	298
Trichinopoly ...	6	19	24	30	26	42	142	145	146	137	141
Tanjore	20	35	53	87	75	90	484	484	512	372	340
Total ...	55	59	132	233	228	468	1,257	1,236	1,276	1,054	1,120

38. From the foregoing statistics it may be seen that the numbers in the Taluq Schools in North Arcot have not only been unaffected by the increase of fee, but show an increase of 40 pupils on last year; in Salem the numbers at first fell off, but have this year again regained the position they held five years ago; in Tanjore there is a falling off since last year of 32, and of nearly 200 from the strength of 1871; and at Srirungum the numbers remain stationary. The great decrease in the strength of the Tanjore Taluq Schools since 1870 is due to the re-opening of the Rajah's Chuttrum Schools, and the decrease, as compared with last year, is owing to the abolition of the Nagore Taluq School.

On the whole there is an increase of 70 boys in the Taluq Schools, but it is not of a satisfactory character, being principally in the first class, while the upper classes continue as small or smaller than before.

39. *The Tripathy Taluq School* has been steadily increasing in numbers; the answering at my inspection was very fair. The school-house is in good order, and well situated.

40. *The Palmanair Taluq School* is also in a satisfactory state, but the second and third classes are rather small. There are three classes, the first in two divisions, and only *two* masters; but I am glad to be able to record that you have sanctioned the appointment of an additional master from the re-opening of the school after the midsummer vacation. The school-house is in good repair.

41. *The Arcot Taluq School* shows progress both in numbers and efficiency; the fourth class passed a very satisfactory examination when I inspected the school in October, the English in particular having been carefully taught. There is *no* school-house; the school is held in a native dwelling-house.

42. *The Arnee Taluq School* (though there has been a slight increase in the numbers last year) has suffered considerably by the increase of fees. The results at my inspection in October were very bad; the English in the third and fourth classes had been badly taught, and the amount prepared was much too little; half the boys in the third class were without English Readers, most of them supplying the want by manuscripts copied by themselves; there has been a considerable improvement during the last six months under the present Head Master, who was transferred there in June last. There is *no* school-house; the school is held in a part of the old barracks.

43. *The Namacul Taluq School.*—The attendance has remained almost stationary for the last five years. At my inspection in March the second and third classes were small, and the latter was bad in English Parsing and poor in Arithmetic. The first class did fairly; it consisted of 52 boys, in two divisions, with but one master; as he cannot manage both, his work is supplemented by the Head Master and by a boy from the fourth class. The school-house is a new building and on a good plan, but wretchedly off for furniture; all the classes, except the fourth, sit on the ground, and there are no desks at all.

44. *The Kistnagherry Taluq School*, in which there was a considerable falling off last year, has regained its former strength. At my inspection in March the results were on the whole very satisfactory, the deficiencies being

in the Euclid of the fourth class and the Geography of the third. The house in which the school is held, which was built as a private bungalow by a former Collector, is a very good building; it has quite the look of a school-house about it, and has just been put in repair.

45. *The Darampury Taluq School* shows an improvement both in numbers and efficiency on last year; but this is due to the Acting Head Master. The Head Master, who is absent on six months' leave, is a devotee or ascetic, and received no respect from either the boys or their parents; the classes had evidently suffered much from neglect and bad teaching; the third class was only of the standard of the second class in other Taluq Schools. The school-house is untenable from its ruinous state; and the school is held in a long norrow shed, built for the purpose a year ago; I have addressed the Executive Engineer with the object of having a plan and estimate for the re-building of the old school-house.

46. *The Oossoor Taluq School* decreased in strength on the increase of the rate of fees, but the numbers are now the same as they were five years ago. When I inspected it in March the fourth class consisted of only three boys, but the present fourth contains 11; the proximity of Bangalore, with its High Schools, accounts for the fluctuation in the fourth class. This class did very well except in Euclid; nearly half the third class were unfit for it, especially in English; the first and second classes were in a satisfactory state. There is *no* school-house; the school is held in part of a building formerly used as a sort of barrack.

47. *The Srirungum Taluq School* is the only Government School in the Collectorate of Trichinopoly. It is of the standard of a well-developed Anglo-Vernacular School, and passed a creditable examination when inspected by Mr. Garthwaite in August and at my inspection in March; the English Reading was correct, and the Writing and Spelling good, but in Arithmetic the work was merely mechanical, and the Translation of Tamil into English was too literal, and would scarcely be intelligible to a Tamilian unacquainted with English.

There is *no* school-house; seven classes, numbering nearly 150 boys, are packed together in a muntapum, divided into two sections, one being 22 feet by 12½, and the other 49 feet by 22; a double row of pillars runs down the larger room, not only limiting the space, but cramping the arrangement of the classes; one entrance and one small window are the only means of admitting light and air. The walls and pillars are very dirty, and daubed over with native designs. About two years ago great efforts were made to induce the people of Srirungum and the wealthy landholders in the neighbourhood to subscribe for the erection of a school-house, but it ended with little success; and it is now still more unlikely that an adequate sum could be raised, as those who were then willing to contribute have since subscribed towards the new building for the S. P. G. High School, Trichinopoly. The chief cause of the apathy of the people in securing a proper building is the proximity of Srirungum to the S. P. G. High School and the Government

Normal School, Trichinopoly, which are within half an hour's walk of Srirungum.

48. *The Trivady Taluq School* is of the same standard, and contains almost the same number of pupils as the Srirungum School; it is also in a very satisfactory state; and, as Trivady is the head-quarters of the Deputy Inspector, it receives occasional supervision from him. There is *no* school-house; the school is held in a building formerly belonging to the late Rajah of Tanjore, which was erected by him for the use of his relatives and friends when attending festivals at Trivady; it is very ill-adapted for school premises, and the present owner has just raised the rent from Rupees 7 to Rupees 10; the only other building available is a part of the old palace, and this the Collector has now placed at the disposal of the department on a rent of Rupees 7.

49. *The Puttucottah Taluq School* only contains 52 pupils, and the second, third, and fourth classes are very small; the answering in all the classes at my inspection in March was fair, except that the Geography of the second class was bad. The school-house was originally built as a halting bungalow by a former Collector, but suits the purposes of a school very well in every respect.

50. *The Teruvadamurdur Taluq School* is the smallest in point of numbers, and the lowest in standard of all the Taluq Schools in the division. The third class answered fairly at my examination in March, but is scarcely above the standard of a second class; the other classes did badly in Geography and Arithmetic. There is *no* school-house; the school is held in an ordinary native house. Teruvadamurdur is only about six miles from Combaconum, and, with the means of education afforded there, there is no necessity for having a Government School so close, and I strongly recommend, on this account as well as from the elementary state of the school, that the Teruvadamurdur Taluq School be abolished; those now reading in it will obtain as high instruction in a Result Grant School, and at a probable saving to Government. The average monthly cost to Government of each boy attending this school for the last year was close on 1 rupee.

51. *The Trivallore Taluq School* is about on a level with the Srirungum and Trivady Taluq Schools, and is in an equally satisfactory state. There is *no* school-house; the school is held in a thatched shed, which is more like a byre than a place for human beings. A sum of Rupees 600 was realized from the sale of the materials of the old school-house, and is credited to Government; in January last I selected a site for a new school-house, but have not as yet received a plan and estimate from the Public Works Department Officer whom I consulted.

52. *The Taluq School, Nagore,* was abolished on the 30th November last; for the last couple of years it had been in an unsatisfactory state, and in the beginning of last year a wealthy merchant of the town engaged a teacher for his own sons and the children of some of his neighbours; and, on the

Wesleyan Mission taking this nucleus of a school under its management, most of the Taluq School boys flocked to it, the advantages being a lower scale of fees, and the situation of the new school in the Hindu part of the town, and not in the Mahomedan quarter as the Taluq School was. The strength of the Taluq School having fallen in October to 14, 9 of whom were Mahomedans, it was closed on the 30th November.

53. The Taluq Schools in the division may be classified as follows :—Four of the first (highest) grade, viz., Arcot, Srirungum, Trivady, and Trivallore; five of the second standard, viz., Arnee, Kistnagherry, Darampury, Oossoor, and Puttucottah; and four of the third grade, viz, Tripathy, Palmanair, Namacul, and Teruvadamurdur. Not the least anomaly in their constitution is that the Head Master of a school of the third grade with 50 boys receives the same pay as the Head Master of a school two classes higher, and numbering 150 pupils.

54. The four best Taluq Schools are the four cheapest schools in the division; the average cost per month to Government of educating each boy for the last year is as follows :—Arcot Annas 4, Trivady Annas 4-4, Trivallore Annas 2-8, and Srirungum Annas 2-5. On the other hand, at an Anglo-Vernacular School each boy cost Government at Tripatore Annas 12-8, at Wallajahpett Rupees 1-0-10, and at Mayaveram Rupees 1-7-4 monthly.

55. As I understand that certain changes are in contemplation in connexion with the Taluq Schools, it is to be hoped that the defects noticed above may be considered as belonging to a past state of things.

56. I have entered somewhat more into detail with regard to the Government Schools than there will be space or necessity for doing in noticing the Private Schools; but before passing on I must remark that whatever scheme is proposed for the improvement of the Government Schools of the Middle Class, all will fall short of securing efficient masters and retaining willing workers unless a graduated system of payment and promotion forms part of it.

57. The pay of a Taluq School Head Master begins and ends with Rupees 30. Few men who have not got beyond the Matriculation Examination can aspire to higher pay than this in the Educational Department; a man may be a fair English scholar and an efficient teacher, but not being able to muster the required amount of mathematics for the First Examination in Arts he will be left behind in the race by some lad who has had the advantage of being prepared in a College; on the other hand, no special amount of mathematics is required for an appointment in the Cutcherry or Courts; and a man who has never aimed at any University distinction beyond passing the Matriculation Examination, if he shows aptitude for business, and a fair acquaintance with English (which it is not difficult to acquire, colloquially at least), in a very short time finds himself in a position which he could never have aspired to had he entered the Educational Department. I have lately brought to your notice the case of the Head Master of a Taluq School, a man who was trained in the Madras Normal

School, and has passed the Matriculation Examination ; in the Proceedings by which he was appointed it is stated that, in case the school made good progress under him, an addition would be made to his salary from the school fees ; that is just ten years ago, and he draws the same pay to-day as he did when he entered the department ; it is but small consolation to him to know now that it is not in the Director's power to increase his salary, as school fees are no longer at the disposal of the Director of Public Instruction. The natural result is that the lower appointments in the department are filled with men of very poor attainments, who make education their profession for a morsel of bread, and whose strongest plea for entertainment or promotion is their poverty.

58. Were appointments to the Deputy Inspectorships made from men who had done good service as Head Masters of Taluq and Anglo-Vernacular Schools, a stimulus to energy would thereby be given to many a well-meaning man whose ardour is damped by finding that, under the present system, where he begins must in all probablity be his goal.

59. Nor should a Deputy Inspectorship be considered beyond the ambition of a deserving Taluq School Head Master; the man that has been faithful over one Taluq School will not be found unworthy to be entrusted with ten What is wanted is honesty, experience, judgment, and zeal; and such qualities are more likely to be discovered by time than by a University Examination, be it even for the B.A. degree ; besides, none of the examination duties of the Deputy Inspector require higher knowledge of Mathematics or English than the ordinary Taluq School Head Master is blessed with ; the B. A.'s knowledge of English, Philosophy, and Mathematics is quite at a discount when he has no grander opportunity of calling it forth than when examining for the fourth standard, or attending a Local Fund Board Meeting.

60. But all cannot be provided with promotion ; and for the lower grades in the department a scheme of graduated pay should be devised as a reward for past service and a stimulus to well-doing.

IV. (2).—*Private Schools, Middle Class.*

61. The Middle-Class Schools under private management may be classified as under the Salary System or the Result Grant System. The following tables show the strength of each of the Private Middle-Class Schools for the last two years, and the amount of grant drawn by each.

62. Table XV. gives the particulars of the schools under the salary system, and Table XVI. of those under the results' system. In neither table are Native Girls' Schools given, as they are reported on separately under the head of Native Female Education.

TABLE XV.

Schools.	Number of Pupils on 31st March		Number of Teachers.	Government Grant drawn during the year 1872-73.			Managers.
	1872.	1873.		Rs.	A.	P.	
North Arcot.							
Ch. of Scotland Mission School, Vellore.	201	138	8	1,336	0	0	Mission.
Church of England School do ...	56	46	2	282	0	0	Chaplain.
Convent School, Vellore...	85	105	2	400	0	0	Lady Superior.
Guriathum School	36	39	2	270	0	0	Native.
Arconum School	67	76	4	372	9	3	
Total ...	445	404	...	...	...	...	
Salem.							
London Mission School, Salem	25	46	2	192	0	0	Mission.
Do. do. Ahtur	34	30	2	189	0	0	
Do. do. Vaniembady ...	88	33	3	252	0	0	
Railway School, Jollarpett	32	28	1	120	0	0	E. Read, Esq.
Remount Depôt School, Oossoor ...	26	28	1	294	0	0	Col. Thompson.
Salem Town School	91	86	4	474	0	0	Native.
Shevapett School, Salem	48	51	3	324	0	0	
Rasipuram School	35	41	3	367	6	8	
Kumarapolium do.	32	26	2	173	5	1	
Harur Rate do.	27	24	1	411	14	0	
Womalur Rate do.	42	42	2	368	0	8	
Trichengode do.	43	56	3	498	15	3	
Venkarai do.	26	34	3	259	13	9	
Palcode do.	21	28	1	137	8	0	
Royacotta do.	28	43	3	224	0	0	
Denkincotta do.	44	37	3	138	13	10	
Caveripatam do.	20	28	1	204	0	0	
Pennagaram do.	...	21	1	...	...	...	
Total ...	662	682	..	...	...	...	
Trichinopoly.							
Vestry School, Trichinopoly	...	27	2	...	...	...	Chaplain.
Convent School, Trichinopoly	37	41	3	625	0	0	Lady Superior.
Kulithalay School	60	72	3	384	0	0	Native.
Nungapuram School	25	24	1	135	0	0	
Museri do.	32	30	2	276	0	0	
Waitalai do.	36	28	2	138	0	0	
Manachanellore do.	19	20	1	120	0	0	
Pichandarcovil do.	23	21	2	180	0	0	
Torryur do.	35	32	2	287	8	0	
Perambalur do.	16	14	1	120	0	0	
Lalgudy do.	81	33	2	335	0	0	
Arialore do.	20	20	1	120	0	0	
Total ...	384	362	...	...	...	...	
Tanjore.							
S. P. G. Mission School, Tanjore Fort...	134	160	7	1,435	15	4	Mission.
Do. do. Vellum ...	85	68	4	838	6	9	
Roman Catholic Mission School, Tanjore	52	61	3	330	0	0	
S. P. G. Mission School, Porryar ...	119	180	11	2,706	13	7	
Do. do. Amiappen ...	35	39	3	270	0	0	
Wesleyan Mission School, Nagore ...	...	45	3	129	4	0	
Do. do. Tritrapundy..	53	52	4	468	0	0	

TABLE XV.—(*Continued.*)

Schools.	Number of Pupils on 31st March		Number of Teachers.	Government Grant drawn during the year 1872-73.			Managers.
	1872.	1873.		RS.	A.	P.	
Tanjore.—(Continued.)							
Combaconum Town School	536	504	18	3,363	8	0	Native.
Do. Elementary School ...	50	21	3	126	1	11	
Samimalay School	37	39	3	429	12	9	
Cavistalam do.	74	70	4	716	4	10	
Karuntattangudy School...	109	96	5	200	4	0	
Tanjore East Gate do.	108	95	5	243	6	6	
Pundy do.	59	53	3	384	0	0	
Palamanary do.	49	51	2	312	0	0	
Shsally do.	49	53	3	315	0	0	
Keevalore do.	63	87	5	228	0	0	
Vedaraniam do.	48	30	3	...	...	...	
Rajah's Chuttrum Sch., Needamungalam	112	117	6	1,431	10	1	Collector of Tanjore. Grant drawn from Rajah's Chuttrum Funds.
Do. do. Orathunadu ...	66	92	5	1,238	10	1	
Do. do. Rajamadam ...	42	35	4	720	4	9	
Do. do. Manamelgudy ...	31	42	3	528	9	2	
Do. do. Minpesel ...	41	38	3	567	10	0	
Total ...	1,955	2,028	·	...	...	...	
Bangalore.							
Bangalore Boys' Orphanage	16	16	...	1,200	0	0	
Do. Girls' do.	10	11	...	1,200	0	0	
Total ...	26	27	...	...	...	...	
Grand Total ...	3,472	3,503	...	...	...	...	

63. Forty Salary Schools, which in last year's report were ranked as Middle-Class Schools, were, at the beginning of the official year 1872-73, placed among Lower-Class Schools; of these, 27 Boys' Schools and 7 Girls' Schools are still paid on the salary system; two Boys' Schools at Alapully and Kadathur, in the Salem District, were closed in the course of the year, and the remaining 4 (Boys' Schools) received result grants, viz., the Roman Catholic Mission School at Cundamungalam, in the Tanjore District, and the three S. P. G. Mission Schools at Erungalore, Colamanickam, and Pullambody, in Trichinopoly District.

64. Table XVI. shows the strength of the schools which were examined for result grants and placed in the middle class, the number of pupils who passed in each standard, and the amount of grant obtained by each school.

TABLE XVI.

Boys' Schools.	Number of Pupils on 31st March		Number of Pupils passed for				Amount of Grant for 1872-73.		
	1872.	1873.	4th Standard.	3rd Standard.	2nd Standard.	1st Standard.	Rs.	A.	P
North Arcot.									
Church of Scotland Mission School, Vellore	60	67	7	4	5	12	177	0	0
Ragaviah's School, Wallajahpett* ...	27	46	6	14	7	1	171	0	0
Annamalay Chetty's Schl. Ranipett ...	40	41	5	9	8	12	147	4	0
Vedachullem Pillay's do. do. ...	...	45	8	5	3	9	96	0	0
Ponnay School...	23	25	9	7	3	1	122	8	0
Poondy do *...	14	18	4	6	8	1	125	0	0
Mamundur do.	19	17	5	6	1	2	133	0	0
Panapakum do.*...	68	42	8	7	16	13	154	0	0
Katpakum do.*...	16	16	4	5	2	2	51	8	0
Keelveeranam do.	40	35	19	8	4	7	287	4	0
Kudical do.	19	20	6	6	4	2	98	8	0
Thuthipett do.	40	41	13	10	3	3	265	0	0
Kamarajapuram do.	40	39	7	8	2	9	141	12	0
Vydinadacuppam do.*	38	25	6	7	7	2	122	8	0
Pasimathur do.*...	18	15	5	4	4	2	80	0	0
Kalastry do.	40	54	12	10	21	11	361	8	0
Vellore, Cosepett do.*...	49	43	4	4	8	7	92	0	0
Virinjipuram do.	54	60	14	2	12	10	224	4	0
Sydapett do.*...	38	44	6	9	7	9	135	8	0
Keelachur do.	29	25	8	2	4	...	71	8	0
Arcot Iyasawmy's do.	46	34	5	4	2	11	60	0	0
Kalaru do.	25	24	6	1	7	5	78	0	0
Valavanur do.	33	33	6	7	7	4	140	8	0
Arumbakum do.	20	20	6	3	1	3	62	0	0
Vooppoopetta do.*... .a ...	20	14	6	6	...	..	77	0	0
Savoor do.	45	25	5	...	4	6	55	8	0
Mullipett do.	40	30	9	3	2	...	45	0	0
Calamboor do.*...	37	25	6	8	11	4	120	8	0
Total ...	938	928	205	165	163	148	3,693	8	0
Salem.									
Velur School	23	22	11	1	3	...	83	8	0
Tripatore Muttu Iyer's School* ...	54	50	12	16	2	8	248	0	0
Uttangharai do. do.	30	25	10	2	2	...	78	0	0
Matheghery do. do.	...	15	5	1	2	...	76	8	0
Total ...	107	112	38	20	9	8	486	0	0
Tanjore.									
Puduchuttrum School	28	60	4	6	3	3	152	0	0
Tanjore North Gate do.	112	108	23	15	11	8	337	8	0
Negapatam Western Gate School* ...	89	46	6	10	6	12	185	0	0
Velangudy Wesleyan Mission School...	21	14	11	...	5	...	169	0	0
Tranquebar School	...	75	4	3	3	11	106	4	0
Total ...	200	303	48	34	28	34	949	12	0
Grand Total ...	1,245	1,343	291	219	200	190	5,129	4	0

* Belonged to Lower Class last year (1871-72).

65. The most important of the Salary System Schools in the *North Arcot* Collectorate is the *Church of Scotland Mission School, Vellore;* but it has declined both in numbers and standard during the past year. In September 1871 the numbers were 252, in the following March 201; at my inspection in October the strength had fallen to 163, and at the close of the past official year the school numbered but 138 boys. When I inspected it, the fourth and fifth classes were very small and contained several boys too old to be in school; of Euclid and English History these classes knew next to nothing; and the supervision as well as the teaching throughout the school showed great want of care. The fifth class has since been abolished, so that the school now only ranks with a Taluq School of the first grade; and the present Head Master is only of Matriculation standard. In a town so short a distance from Chittoor, and so easy of access to Madras a higher class school is not needed. The grant from Government for the year 1872-73 amounted to Rupees 1,336.

66. In the *Salem District* the Town School, Salem, the Shevapett School, and the Caste Girls' School, Salem, are under the Salem Municipality, and are all doing fairly. The schools at Harur and Womalur are Rate Schools and under the Local Fund Board. The Trichengodo School is the best of those ranked as of the Middle Class, and teaches up to the fourth class of a Taluq School; the schools at Kumarapolium, Palcode, Caveripatam, and Pennagaram are elementary, and should be ranked as Lower Class from 1873-74.

67. All the Middle-Class Salary Schools in the *Trichinopoly District* are under native management, with the exception of two special schools (*vide* paragraph 83).

68. The Kulithalay School is the best in every respect, and may be ranked with a second-grade Taluq School. The manager evinces much interest in the working and progress of the school, and is making arrangements for obtaining or erecting a better school-house.

69. The Lalgudy School, which was in a very satisfactory state for several years, has now been lowered in standard, and there is a falling off in the strength to the number of 50 boys; this descent is due to mismanagement and the exhaustation of the school fund.

70. All the other schools range more or less below a third-grade Taluq School; and every one of them shows a *decrease* on last year's strength, and ought to be ranked in the lower class. It would be a more equitable distribution of the Government support as well as a probable gain to the pupils if all the schools except the Kulithalay School were to be placed under the result system. Mr. Mahomed Esuf, the Deputy Collector, visited the Perambalore School in April; he found only 11 boys on the rolls, and describes the school-room as "a small hole;" and this handful of pupils is divided into *three* classes.

71. The *Tanjore Collectorate* not only contains the greatest number of High Schools, but is also the best provided with Middle-Class Schools, private as well as Government, of any of the collectorates in the division.

72. Of the schools under mission management, the *S. P. G. Schools at*

Poreyar and in the *Tanjore Fort*, independently of their being the most important, call for some remarks The school at Poreyar, a town a little more than a mile and a half distant from Tranquebar, has had a sixth class for some years, but as yet has had no success at the Matriculation Examination, and can scarcely be ranked as a High School. During the past year Mr. Creighton was the Head Master, and the school rose considerably both in numbers and efficiency under him. But I question very much the wisdom of supporting a High School at this place, whether on the part of the Mission or of Government. Though the school has been several years in existence, the upper classes are very weak in every respect; the present Head Master is only of Matriculation standard; at Tranquebar is the Lutheran Mission High School, which is a boarding establishment, and so possesses the requisite staff of masters and a suitable building; it has, therefore, the prior claim of the two to Government support and recognition as the High School, the native towns of Tranquebar and Poreyar being practically one and the same. The S. P. G. Mission would, I venture to suggest, consult its own interests best by limiting the standard of its Poreyar School to the fourth class, rather than incur such disproportionate expenditure for the sake of a few boys.

73. The *Tanjore Fort School*, under the management of the same Society, reaches only the standard of a third-grade Taluq Scohool, but has a very strong first class. The *monthly* grant from Government during the past year amounted to Rupees 122, and from the Society to Rupees 189; thus the Government grant alone amounted to a larger sum than a Government 'Anglo-Vernacular School' costs in salaries; and the Head Master received as *Government grant* the salary of the Head Master of an Anglo-Vernacular School, the Society valuing his services at Rupees 127-8-0; he has since been transferred, carrying his salary with him, to Poreyar, and the expenditure of the Tanjore Fort School thereby curtailed.

74. In like manner in the *Vallum School*, also under the S. P. G. Mission, which is of the standard of a third-grade Taluq School, the *Government grant alone* exceeds the total cost of a fully developed Taluq School of the second grade, and the Head Master receives *as a grant* the full pay of a Taluq School Head Master. Nor or these solitary instances where it would be cheaper for Government to maintain schools of its own than to pay the grants with which it *aids* Private Schools; the masters in the Cavistalam School, which corresponds to a second-grade Taluq School, are salaried on the same scale as the masters of an Anglo-Vernacular School, and many other cases might be adduced.

75. Of the Middle-Class Schools under native management by far the most important is the *Town School, Combaconum*, in the Tanjore Circle; there are on an average 500 boys on the rolls, and the standard attained is that of the fourth class in a Zillah School; the fourth class being the lowest in the college, the lowest classes are found here instead. At my inspection in March, the answering of the fourth class in English Grammar and parsing was unsatisfactory; four out of the five divisions of the third class read and passed well, but the reading and parsing of the A. Division was very bad. The Deputy Inspector examined all the classes in Tamil; his mark in no

case rises above "fair," and the Grammar in the fourth and in all the divisions of the third and second classes is described as 'middling;' and in none of the divisions of the first class had any *Tamil Prose* been studied during the previous three months. This may serve as a commentary on the observations in paragraph 14.

76. I do not know whether Government is aware that the Combaconum Town School is exclusively for caste boys—a Brahmin preserve in fact. The Assistant Collector reported to me that a Native Christian boy was refused admission; and during my inspection the boy presented himself for admission, but was again sent away, the Head Master informing me that it was against the rules of the Committee. The educated young men of Combaconum who form this and similar Committees, no doubt, deserve great credit for their furthering the cause of education in their midst, but after all it is but a one-sided reciprocity.

77. By a strange contradiction of terms the *Elementary* School, Combaconum, has been placed all along among *Middle Class* Schools, merely because the grant it receives comes from Imperial Funds. A few years ago it was a pretty large school, and last year contained 50 boys, but now the numbers are reduced to 20. I recommend that the grant be withdrawn altogether, as Combaconum is abundantly supplied with Elementary Schools.

78. The Grant-in-aid School at Vedaranium, which, chiefly owing to the neglect of the Deputy Inspector, had been mismanaged during the last six months of 1872-73, collapsed altogether on the 31st March.

79. Twelve Results' System Schools, which were ranked as Lower Class last year, have been placed in the Middle Class this year (1872-73); and two others have received grants for the first time. Again, 15 schools, ranked as Middle Class last year, have been placed in the Lower Class this year; and one at Ganapathy Agraram, in the Tanjore District, did not receive a grant, in consequence of the unsatisfactory state of the registers, alterations having been made to entitle certain boys for examination.

80. With regard to the schools at Tripatore and Tranquebar, which have received results' grants and been placed in the Middle Class, the conduct of the Deputy Inspectors in examining and recommending these schools for grants is most reprehensible and in direct opposition to your proceedings of the 22nd November 1871.*

81. The Government Anglo-Vernacular School, Tripatore, is in far from a satisfactory state as regards the numbers in attendance, especially in the upper classes, and is only of the standard of a second-rate Taluq School. In spite of this, while there were three Results' System Schools in 1871-72 in Tripatore, or within two miles of the Government School, there are now *six*, and one of these has been allowed to educate up to the fourth standard, and

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* Where it is evident that schools already in existence are perfectly competent to provide the instruction required in a locality, State aid ought not to be given to fresh schools, either in the shape of salary, or in that of results' grants. This principle should be acted upon in every case, whether the previously existing schools are Government or private ones.

received the large grant of Rupees 248. No wonder that the Government School is unable to struggle against such odds.

82. The Tranquebar School was opened, about October last, in the next street to the Lutheran Mission High School, from which it had drawn away many boys; the Manager having applied to me for a salary grant, I declined to recommend it, and, on finding that the registers were got up for the occasion of my visit and false in several places, I instructed the Deputy Inspector that the school was not to be examined for a result grant. The next I heard of it was to find that it had been examined, and had been placed in the Middle Class, though only six months in existence, and awarded a grant of Rupees 106-4-0. It is further to be noticed that, although there were upwards of 70 boys on the rolls, only 21 passed the several standards.

83. *Special Schools.*—Under this head may be noticed the Chaplain's Schools at Vellore and Trichinopoly; the Convent Schools at Vellore, Trichinopoly, and Bangalore; the Railway Depôt School at Jollarpett; the Remount Depôt School near Oossoor; and the Rajah's Chuttrum Schools in the Tanjore District.

84. The Chaplain's Schools at Vellore and Trichinopoly are Mixed Schools intended for children of European or mixed parentage. They partake very much of the nature of a Parochial Poor School in England; and the instruction is of so elementary a character, that neither deserves a place among schools of the Middle Class. The Vellore School is under the management of two mistresses, who are quite competent for their work. One would expect to see the companion school at Trichinopoly officered in the same way; but there, although all the children are Europeans or East Indians, and 10 of them girls, both the teachers are *native masters*. The expenditure in the Trichinopoly School might be considerably reduced; in addition to these masters there is a matron on a salary of Rupees 30 with free quarters; on her pay and perquisites alone two mistresses capable of managing every thing connected with the school might be entertained.

85. The Convent Schools are boarding establishments, and also receive day pupils. The most conspicuous defect in all of them was in Arithmetic; it would be well if a master were engaged to teach that subject at these schools. One cause why the girls were so deficient in this as well as in some other subjects is their being allowed to put their heads together when at work.

86. The children in the Bangalore Orphanage, who are reported on by the Inspector of this Division, are military orphans supported by the Madras Government; there are about a dozen such in each, scattered among the several classes.

87. The Jollarpett School is for the children of the Railway *employés* at that junction. It is taught by a mistress; she passed the Third-Grade Examination in August last; she is a good teacher, and manages the school well.

88 The Remount Depôt School is for the children of the European Non-commissioned Officers stationed there. It is a Mixed School under one master, who is a careful and painstaking teacher; the highest class

corresponds to the fourth class of a Taluq School, but the children are naturally better acquainted with English, and many of them proceed from it to Bishop Cotton's School, Bangalore. The school-house is a nice building, and is well supplied with furniture, maps, and books.

89. *The Rajah's Chuttrum Schools, Tanjore.*—These schools are attached to the Chuttrums established by the late Rajah of Tanjore for the accommodation of pilgrims going to Rameswaram. In most cases schooling, books and food are given gratis; certain restrictions, however, were made a couple of years ago, which prevent the charity from being abused. The Collector, as trustee of the Endowment Fund, is Director of Instruction in these schools, and hitherto they have come but little under the supervision of the Inspector or Deputy Inspector beyond mere visits of inspection. The present Collector, the Honorable D. Arbuthnot, has, however, acceded to my suggestion that the masters should receive instructions from the Inspector and Deputy Inspector as to the schedule of studies to be pursued and the promotions to be made in the classes of the several schools; and also that the Head Master of each school should furnish the Deputy Inspector with a copy of the monthly return of the strength and progress of his school, which is sent to the Collector.

90. The schools at Needamungalum and Orthanadu are the most important, and in the most efficient state; the former reaches the standard of a fifth class in a Taluq School. The schools at Rajamadam and Menepesel have fallen off in attendance, and the instruction in both is of a very elementary character; the Collector has sanctioned the amalgamation of a Pial School with the Menepesel School.

V.—Lower Class Education.

91. On the 31st March 1872 there were 671 Lower-Class Boys' Schools under inspection in this division; on the 31st March 1873 the number had increased to 1,279; of these, 37 were under the salary system and 1,242 under the result system.

92. Table XVII. gives particulars of the 37 Lower-Class Boys' Schools on the salary system for the year ending 1872-73.

Table XVII.

Boys' Schools.	Number of Pupils on 31st March		Highest Class.	Source from which paid.	Management.	Amount of Grant paid during 1872-73.		
	1872.	1873.				Rs.	A.	P.
North Arcot.								
Wallajah Municipal School, Westernpett	...	43	2	Municipal Funds.	Municipal	80	7	4
Wallajah Municipal School, Easternpett	38	39	2			207	13	8
Mahomedan School, Arcot ...	33	33	3	Endowed	...	...	...	...

TABLE XVII.—(*Continued*).

Boys' Schools.	Number of Pupils on 31st March		Highest Class.	Source from which paid.	Management.	Amount of Grant paid during 1872-73.		
	1872.	1873.				RS.	A.	P.
Salem.								
Grant-in-aid Schl., Suramungalum	35	38	3	Local Funds.	Native.	162	0	0
Do. do. Pulavery ...	13	9	2	do.	do.	78	0	0
Do. do. Namegheripett	24	20	3	do.	do.	150	0	0
Do. do. Tripatore ...	25	25	3	do.	do.	72	0	0
Do. do. Dowlatabad ...	23	23	3	do.	do.	47	8	0
Do. do. Mullapady ...	34	27	3	do.	do.	43	0	0
Do. do. Alapully ...	8			Closed March 1873.				
Do. do. Kadathur ...	18			do. October 1872.				
Trichinopoly.								
S. P. G. Branch School, Woreyur.	39	49	3	Municipal Funds.	Mission.	140	0	0
Do. do. Tennore.	28	29	3	do.	do.	72	0	0
Do. do. Fort .	29	43	3	do.	do.	60	0	0
Grant-in-aid School, Trichy. Fort...	35	25	2	do.	Native.	276	10	8
Do. do. Condyampetta...	33	25	2	do.	do.	243	0	0
Roman Catholic Mission School, Periaversalay	12	11	2	Local Funds.	Mission.	84	0	0
Roman Catholic Mission School, Viragalore	30	30	3	do.	do.	48	0	0
Grant-in-aid School, Sirkarpolium.	24	25	3	do.	Native.	120	0	0
Do. Mutherasavelloro	15	12	2	do.	do.	120	0	0
Do. Trichenduray ...	16	15	2	do.	do.	84	13	2
Do. Kattalay... ...	15	15	3	do.	do.	120	0	0
Tanjore.								
Tanjore Union School, No. 1 ...	...	182	2	Municipal Funds.	Municipality.	236	11	1
Do. No. 4 ...	...	188	2	do.	Municipality.	216	6	11
Do. No. 5 ...	...	130	2	do.	Municipality.	163	5	3
Do. No. 6 ...	...	131	2	do.	Municipality.	206	7	11
Grant-in-aid School, Nacharcovil...	21	61	3	Local Funds.	Native.	...	...	...
Do. Velangimon...	17	51	3	do.	do.	104	0	0
Do. Melcavery ...	18	16	1	do.	do.	109	8	0
Do. Kottayur ...	23	30	2	do.	do.	153	0	0
Do. Thandankoray	20	36	2	do.	do.	120	9	0
Wesleyan Mission Branch School, Negapatam	122	165	1	Municipal Funds.	Mission.	368	10	8
St. Joseph's College Branch School, Negapatam	...	...	...	do.	do.	217	0	0
Roman Catholic Mission School, Tranquebar	...	...		Local Funds.	do.	60	0	0
Mayaveram Municipal School, Mayaveram Division	...	83	2	Municipal Funds.	Municipality.	...	...	...
Do. Kornadu Division, ...	...	78	2	do.	Municipality.	...	...	...
Do. Teruvelandur Division...	...	92	2	do.	Municipality.	...	...	...
Grant-in-aid School, Shorakyur...	21	20	2	Local Funds.	Native.	96	0	0
Do. do. Komal ...	16	28	2	do.	do.	78	0	0

93. There were only five Lower-Class Boys' Schools on the salary system on the 31st March 1872: three of these still exist as before, viz., the Municipal Elementary School, Wallajahpett, the Mahomedan Poor School, Old Arcot; and the Wesleyan Mission Elementary School, Negapatam: the two others, the two Wesleyan Mission Vernacular Schools, Manargudi, have been passed over to the result system: seven new schools have been opened, viz, a second Municipal School, Wallajahpett; four Union Schools at Tanjore; St. Joseph's College Branch School, Negapatam; and the Teruvelandur School under the Mayaveram Municipality. The remaining schools in Table XVII. were Middle-Class Schools last year. (*See* paragraph 63.)

94. Table XVIII. shows the number of Lower-Class Schools and pupils examined under the result system in the year 1872-73, distinguishing Aided and Unaided Schools, and showing the amount of grant obtained in each district.

TABLE XVIII.

Boys' Schools.	On the 31st March 1872.		On the 31st March 1873.						Amount of Grant for 1872-73.		Received Grant but closed before 31st March 1873.
			Total		Aided		Unaided				
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Rs.	A.	
North Arcot.											
Mission Schools ...	...	...	...	...	...	...	...	...	...	...	...
Native Management Schools ...	175	4,513	393	9,960	204	5,713	189	4,247	10,045	14	3
Total ...	175	4,513	393	9,960	204	5,713	189	4,247	10,045	14	3
Salem.											
Mission Schools ...	2	56	4	121	2	65	2	56	67	0	...
Native Management Schools ...	144	2,696	283	5,655	113	2,873	170	2,782	4,273	12	8
Total ...	146	2,752	287	5,776	115	2,938	172	2,838	4,340	12	8
Trichinopoly.											
Mission Schools ...	15	263	23	448	22	428	1	20	794	4	1
Native Management Schools ...	63	1,676	128	2,895	88	2,213	40	682	3,170	12	5
Total ...	78	1,939	151	3,343	110	2,641	41	702	3,965	0	6
Tanjore.											
Mission Schools ...	36	948	35	1,022	30	823	5	199	1,345	12	2
Native Management Schools ...	231	5,222	376	9,933	72	2,618	304	7,315	4,237	7	11
Total ...	267	6,170	411	10,955	102	3,441	309	7,514	5,583	3	13
Fourth Division ...	666	15,374	1,242	30,084	531	14,733	711	15,301	23,934	18	30

95. In 1871-72 there were altogether 15,374 pupils in such schools under inspection; in 1872-73 there were 14,733 in the schools which received

grants; and 30,034 in schools under inspection. Of the whole number, 1,591 were in Mission Schools and 28,443 in schools under native management; there are no Mission Boys' Schools, Lower Class, in North Arcot. The total amount of grant was Rupees 23,934-13-0.

96. In addition to the 531 Aided Schools, 30 others received grants in the course of the year, but were closed before the 31st March last.

97. Table XIX. shows the number of pupils presented and passed in Reading alone, in Reading and Writing together, and in Reading, Writing, and Arithmetic, in the several circles, which is given in accordance with paragraph 21 of the Government Order of the 14th July 1871.

TABLE XIX.

Circle.	4TH STANDARD.				3RD STANDARD.				2ND STANDARD.				1ST STANDARD.			
	Number presented for Examination.	Number passed in Reading alone.	In Reading and Writing together.	In Reading, Writing, and Arithmetic.	Number presented for Examination.	Number passed in Reading alone.	In Reading and Writing together.	In Reading, Writing, and Arithmetic.	Number presented for Examination.	Number passed in Reading alone.	In Reading and Writing together.	In Reading, Writing, and Arithmetic.	Number presented for Examination.	Number passed in Reading alone.	In Reading and Writing, together.	In Reading Writing, and Arithmetic.
Chittoor	157	3	14	102	407	8	38	265	571	17	58	362	948	16	74	579
Vellore	157	1	23	62	290	10	60	124	814	46	114	310	1,269	72	174	653
Salem	163	7	68	42	240	10	60	103	339	27	61	162	684	90	63	323
Oossoor	16	...	7	8	49	2	12	29	118	3	25	68	279	17	73	127
Trichinopoly ...	46	1	8	19	134	7	19	46	346	14	53	144	1,162	103	121	435
Tanjore	69	1	21	34	215	12	58	88	495	11	82	289	646	32	81	356
Negapatam ...	40	...	4	21	79	9	13	44	241	14	28	131	415	36	81	208
Total ...	648	13	145	288	1,423	58	260	699	2,924	133	421	1,466	5,403	366	667	2,679

VI.—MAHOMEDAN EDUCATION.

98. There are, as may be seen from Table V., nearly 2,000 Mahomedans reading in schools in this division, which is an increase of 878, or 80 per cent. on last year. Of the 1,994, 110 are in Government Schools, 363 in Private Schools on the salary system, and 1,521 in schools examined on the result system, though not all Aided Schools. The following table shows how the Mahomedan pupils are distributed in the Government Schools:—

TABLE XX.

Zillah School, Chittoor	9	Zillah School, Salem	21
Anglo-Vernacular School, Wallajahpett.	1	Anglo-Vernacular School, Tripatore.	6
Taluq School, Trepatty	2	Taluq School, Namacul	2
Do. Palamanair	1	Do. Oossoor	11
Do. Arcot	17	Do. Kistnagherry ...	5
Do. Arnee	6	Do. Daranpury	5
		Elementary Mahomedan School, Negapatam	23
		Total ...	110

99. Table XXI. shows the numbers reading in Private Schools, distinguished as Salary System and Result System Schools, and distributed according to the several circles.

TABLE XXI.

District.	Circle.	Salary System.	Result System.	Total.
North Arcot	Chittoor... ...	7	193	200
	Vellore	43	354	397
Salem	Salem	64	188	252
	Oossoor	20	97	117
Trichinopoly	.....	106	146	252
Tanjore	Tanjore	78	320	398
	Negapatam ...	45	223	268
	Total ...	363	1,521	1,884

100. At Amboor, in the Vellore Taluq, there are 61 Mahomedan boys in three Result Schools, one of which is a purely Mahomedan School, and in it there are 40 boys; the grant obtained by it was Rupees 98-8-0: at Bergai, in the Oossoor Taluq, there is a purely Mahomedan School with 25 boys, but it has not yet qualified for a grant: in the London Mission School, Tripatore, out of 40 boys, 33 are Mahomedans: at Lalgudy, Trichinopoly Taluq, there are 27 Mahomedans in a school of 63 boys, and the master is a Mahomedan: at Thittaichary, in the Nunnilam Taluq, there are two Result System Schools, one with 24 and the other with 33 Mahomedans: in the Pial Schools, Negapatam, there are 25 Mahomedans: at Rajagherry, Combaconum Taluq, there are 25 Mahomedans, and at Sholapuram, in the same Taluq, there are 30: at Ammapetta, Tanjore, there is a Result School with 55 Mahomedan boys: and at Terupanduritty there are 31.

101. The subject of Mahomedan education having, during the course of last year, received the attention of Government, an Elementary Mahomedan School was opened in March at Nagore, which contains a large Mussulman population, its far-famed Mosque attracting many pilgrims. The school is held in the building formerly occupied by the Taluq School; at the close of the official year there were 23 boys on the roll, at the present date there are 42; the Mahomedans at Nagore are mostly Lubbays, and engaged in seafaring and mercantile occupations, and their business language is Tamil; the Head Master of the school is a Hindu and the Second Master a Mahomedan.

102. At Trichinopoly, which has a large Mahomedan population, Government was at first of opinion that the educational wants of that community were sufficiently supplied in the Mission Schools; but by Government Order of the 12th March, it was resolved to establish a Special Elementary School for Mahomendans at Trichinopoly. A suitable building has been placed at the disposal of the department by the Revenue authorities, and two qualified Mahomedan Masters have been appointed.

103. At Vellore, which is also a favorable locality for a school for Mahomedans, for whom no separate provision is made in the Mission and Normal Schools there, a Special Elementary School is to be established, as ordered in Government Order of 2nd April.

104. Orders have also been passed for the establishment of an Elementary Mahomedan School at Arcot; some delay, however, occurred at first in securing suitable premises for the school; but a house having been offered

for the purpose by the Honorable Mir Humayun Jah Bahadoor, Government have accepted the loan of the building on the owner's conditions; and arrangements for the immediate opening of the school are in progress.

105. The establishment of the Mahomedan Schools at Trichinopoly, Vellore, and Arcot will properly come under notice in the Report for the official year 1873-74, but it seemed not out of place here to mention what steps have been taken, or are in progress in connexion with Mahomedan education at these towns.

VII.—Native Female Education.

106. Table XXII. gives statistics of the progress, (for it deserves the name) of female education in this division during the past year.

Table XXII.

Native Girls' Schools.	Number of Pupils on 31st March		Native Christians.	Hindus.	Amount of Grant drawn for 1872-73.			Class.	How paid.
	1872.	1873.			Rs.	A.	P.		
North Arcot.									
Convent School, Vellore	45	55	55	...	...	...	...	M.	Salary.
Caste Girls' School, Chittoor ...	57	52	...	52	203	4	0	L.	Results.
Do. do. Ranipett ...	3	10	...	10	Unaided.			do.	do.
Do. Subramania Aiyars', Vellore.	...	25	...	25	Do.			do.	do.
Do. American Mission, Sullivenpett, Vellore	...	37	5	32	102	0	0	do.	do.
Do. do. Chunnambukara, Street, Vellore	60	62	...	62	206	12	0	do.	do.
Do. Church of Scottand Mission, Cosapett, Vellore... ...	76	70	...	70	137	4	0	do.	do.
In 62 Boys' Schools	24	156	...	156	...	...	...	...	...
Salem.									
Caste Girls' School, Salem	40	32	1	31	167	2	1	M.	Salary.
Do. London Mission, Tripatore...	27	25	...	25	72	12	0	L.	do.
Do. do. Kistnaghery	26	20	...	20	50	0	0	do	do.
Do. do. Salem ...	70	84	...	84	162	12	0	do.	Results.
Native Christian Girls' Schools do.	55	40	40	...	356	0	0	M.	do.
In 3 Boys' Schools	2	14	...	14	...	...	...	...	...
Trichinopoly.									
S. P. G. Girls' School, Puthur ...	48	34	29	5	Unaided.			L.	Salary.
Do. do. Erungalore...	30	30	29	1	249	0	0	M.	Results.
Roman Catholic Mission Girls' School, Portagudy	26	20	20	...	96	4	0	L.	do.
Roman Catholic Mission Girls' School, Cottapolium	...	27	27	...	68	12	0	do.	do.
In 5 Boys' Schools	...	10	5	5	...	...	...	...	...
Tanjore.									
Caste Girls' School, Karuntattangudy	39	48	...	48	175	6	0	L.	Salary.
Do. Mupanars', Combaconum...	68	82	...	82	288	8	0	do.	do.
Do. Tahsildars' do. ...	43	54	...	54	271	13	0	do.	do
Do. Puttucotta ...	33	26	...	26	133	3	7	do.	do.
Do. Wesleyan Mission, Negapatam...	50	41	...	41	107	0	0	do.	do.

TABLE XXII.—(*Continued.*)

Native Girls' Schools.	Number of Pupils on 31st March		Native Christians.	Hindus.	Amount of Grant drawn for 1872-73.	Class.	How paid.
	1872.	1873.					
Tanjore.—(Continued.)							
German Lutheran Mission, Tranquebar	40	39	38	1	RS. A. P. 129 0 0	L.	Salary.
Roman Catholic Mission, Tranquebar.	50	52	30	22	144 0 0	do.	do.
Caste Girls' School, S. P. G., Tanjore.	53	58	...	58	270 12 0	M.	Results.
Do. German Lutheran Mission, do.	30	28	...	28	205 12 0	L.	do.
Do. Lady Napier's, do.	...	100	1	99	300 8 0	do.	do.
Caste Girls' School, Palliagraharam.	30	28	...	28	55 4 0	do.	do.
Do. do. Arkadu... ...	...	12	...	12	26 8 0	do.	do.
Do. do. Kalamenegalam.	...	19	...	19	37 0 0	do.	do.
Do. do. Mariammancovil.	...	52	...	52	55 8 0	do.	do.
Do. do. Annuppenpetta..	...	5	1	4	30 0 0	do.	do.
Do. Wesleyan Mission, Manargudy	73	50	4	46	Unaided.	do.	do.
Do. Lady Napier's, Manargudy.	30	34	3	31	Do.	do.	do.
Do. Wesleyan Mission, Tritrapundy	...	37	...	37	Do.	do.	do.
Do. German Lutheran Mission, Sheally	...	19	11	8	Do.	do.	do.
Wesleyan Mission Girls' School, Negapatam	70	76	50	26	195 12 0	do.	do.
German Lutheran Mission School, Anacadu	...	12	11	1	27 8 0	do.	do.
S. P. G. Mission School, Canandagudy	11	9	9	...	43 4 0	do.	do.
In 12 Boys' Schools	7	56	...	56	... ...	...	...
Total ...	1,236	1,740	369	1371	... ...	...	...

107. The number of Hindu girls reading in schools has increased in the 12 months from 1,312 to 1,740, *i.e.*, by 428, or more than 30 per cent. Three schools containing 78 pupils have been closed, viz., the German Lutheran Mission Girls' School, Trichinopoly, (23); the Caste Girls' School, Vedaranium, (7); and the Church of Scotland Mission Caste Girls' School, Sydapet, Vellore, (48).

108. Eleven Native Girls' Schools appear in the list for the first time; the Roman Catholic Mission School at Cottapolium, Trichinopoly, has been brought under inspection on the result system; and 10 new schools, all for caste girls, have been opened, two in North Arcot, both in the town of Vellore, one under the management of Miss Mandeville of the American Mission, and the other under native management, with an aggregate of 62 pupils.

109. I have also visited at Chittoor a Native Girls' Boarding School under the American Mission; it has not, however, sought aid from Government, and does not come under inspection.

110. Eight new schools have been opened in Tanjore District; of these, the most important is Lady Napier's Caste Girls' School at Tanjore; it is under the management of a Committee of ladies in Madras, and under the superintendence of Mrs. Gahan. It is now the most numerously attended,

and obtained the largest grant of any Girls' School in the district. More encouragement from the local public might be given to it, and similar Girls' Schools, if it were even by purchasing or finding a sale for the needlework; money bags for the treasury, besides many useful articles for household use could be made up in the Girls' Schools, instead of by native tailors.

111. Four of the new schools, with 81 pupils in all, are under native management, and the remaining three, with 68 pupils, are connected with the German Lutheran Mission and the Wesleyan Mission.

112. A glance at the table will bring some other interesting particulars to light. There has been a considerable increase, especially in North Arcot, of girls reading in Boys' Schools, the numbers being only 33 for 1871-72 and 236 at the close of this year. The 236 are distributed among 82 schools, giving an average of about three in each

113. There has been a falling off of 17 in the number attending Girls' Schools in the Salem District, and an increase of 12 girls attending Boys' Schools; so that female education is almost stationary there.

114. Trichinopoly is the most backward of all the districts with regard to female education; there are only 121 native girls attending school, and of these only 11 are not Christians.

115. Tanjore stands first of fall the districts in the Fourth Division in the state and standard of education; so in it, as might be expected, female education is most encouraged, and it is a hopeful sign to see so many Girls' Schools under native management. The number of girls reading in Tanjore exceeds that in all the schools in the three other districts put together.

116. Table XXIII summarises the particulars given in Table XXII., comparing the state of female education in each Collectorate for the past year.

TABLE XXIII.

—	On 31st March 1873.		—	On 31st March 1873	
	Schools.	Pupils		Schools.	Pupils
North Arcot.			*Trichinopoly.*		
Mission Schools... ...	4	224	Mission Schools ...	4	111
Native Management do...	3	87	Native Management do	...	...
In 62 Boys' Schools ...	...	156	In 5 Boys' Schools ...	...	10
Total ...	7	467	Total ...	4	121
Salem.			*Tanjore.*		
Mission Schools... ...	4	169	Mission Schools ...	13	555
Native Managment do...	1	32	Native Management do	9	326
In 3 Boys' Schools ...	...	14	In 12 Boys' Schools ...	...	56
Total ...	5	215	Total ...	22	937

117. In the above tables I have excluded in both years European and East Indian girls (though in previous reports they have been grouped together with native girls), as I have referred to them under the head of Special Schools.

118. *The Poodoocottah High School.*—There is an Anglo-Vernacular School maintained by the Rajah at Poodoocottah, which contains about 100 boys. On the suggestion of the Political Agent, the Government approved of this school being visited by the Inspector of this division; but in his last report the Agent stated that the Rajah was very averse to this measure, and accordingly it is postponed for the present.

119. *Native Regimental Schools.*—I was not able to inspect the schools attached to any of the Native Regiments stationed in this division during the official year 1872-73. When I could have arranged for inspecting the schools of the 28th Regiment at Vellore, the Mohurrum festival occurred and interfered; and the transfer of the 26th Regiment from Trichinopoly to another station prevented my inspecting the schools belonging to it.

120. *Minor Wards.*—The following table gives particulars relative to the Government Wards attending schools in this division :—

TABLE XXIV.

Names of Wards.	Age.	Estate.	School.	Progress.
Venkatachelaputhy Naidu	12½	Naragantipolium	Zillah School, Chittoor.	Middling.
Ramaswamy Naidu ...	15	Noolahully Mettah.	Taluq School Darampury.	do.
Appaswamy Chetty ...	13	Papinoykenputty Mettah.		Good.
Alagasundram ...	17	Ilavatady ...	Do. Trivallore ...	Fair.
Subbaroyen	11	Do. ...	Do. ...	Fair.

121. *Normal Students provided with employment.*—Only three Government Normal students have obtained employment in this division during the past year. They are—

(1.) T. S. Narasinga Row, a student of the Trichinopoly Normal School, Fourth-Grade Teacher's Certificate, appointed Second Master, Taluq School, Puttucotta, in April 1872; salary Rupees 20.

(2.) Seshachala Naidu, a student of the Vellore Normal School, Fifth Grade Teacher's C[illegible] School, Trichinopoly, (23); the [illegible] A. V. Result Grant School (7); and the Church of Scotland Mission Caste Girls [illegible] [illegible] of the Vel[illegible] [illegible]apet, Vellore, (48). [illegible] Certificate, appointed Head Master of the [illegible]

108. Eleven N[illegible], Caveripak, Wallajah Taluq, in June 1872; salary Rupees 10. the R[illegible]

(3.) S. Raghava Iyengar, a student of the Madras Normal School, who has passed the Matriculation Examination, appointed Head Master of the new Elementary Mahomedan School at Nagore, in March 1873; salary Rupees 30.

VIII.—GENERAL REMARKS.

122. *Private Schools, Middle and Lower Class.*—The vast majority of the Middle and Lower Class Schools under the salary system, as well as under the result system, are under native management. The Manager is generally a Government official, and in most cases assumes the appointment without feeling any particular interest in the welfare of the school, but as an appendage to his other duties, and an additional source of influence in the village; and this not seldom results eventually in culpable neglect.

123. Considering that it would be cheaper for Government to maintain schools of its own than to aid private ones, the department has far too little control over Aided Schools; the appointment and dismissal of the masters is in the hands of the managers; while strict rules are observed in Government Schools regarding leave of absence to masters, in Private Schools this is left to the managers, or still oftener to the masters themselves; sufficient evidence is not always forthcoming that the portion of the expenditure payable from local contributions, &c., is actually met therefrom, or rather the evidence too often tends to show that the school is almost solely maintained by the Government grant; there is no uniformity in the standard of classes that are called by the same number in Private Schools; and as for the, teaching there is very little doing of work with an English conscience in any school, Government or Aided, where there is not a trustworthy head.

124. *Defects in the system of education.*—The main defect is that the morals, as well as the manners of the pupils, are neglected; the "three R's" receive their due, albeit in many cases after a fashion, but the 'pen'north of manners' forms no part of the curriculum. The dry bones of knowledge are set before the hungry souls that come to be fed; but as for material civilization *that* cannot be tested by an examination on paper, and so is neither offered nor sought. A boy is not taught how to enter a room, how to sit in class, how to behave towards his schoolfellows or his teacher, nor how to address a superior; and so the uncouth Pial School boy grows up into the ill-mannered and presuming "Matriculate," or "F.A." or "B.A." Still it is much easier to point out a defect than to devise a remedy. Where, of necessity, 99 per cent. of the schools are under native masters, themselves tutored under the same system, there is but little likelihood of western thought or civilization filtering its way through such channels. On the other hand, the mere presence of a European Master at the head of a school has of itself a civilizing influence over both masters and pupils. It is worthy of note that in North Arcot and Salem the boys, as a general rule, are better mannered than in Trichinopoly and Tanjore; and while in both the former Collectorates attention is paid to the dress and appearance of the boys, and even the poorest come to school clothed and clean, throughout Trichinopoly and Tanjore, in Mission Schools, as well as in all others, the boys are allowed to sit in class in the same half-naked, unkempt state in which they are in their houses; and, as a natural result, where no respect is shown by them to their own personal appearance, their manners towards others are notoriously bad.

125. *Defects in the system of teaching.*—In the subjects taught the most prominent defects are such as do not count at all, or go for very little, in an examination by paper.

In English, as might be expected where the masters are natives, themselves taught by natives, the *pronunciation* is exceedingly faulty, and the *reading*, especially of poetry, very bad. It is an almost universal practice to stop at the end of a line of poetry, emphasising the last word or syllable with a loud twang, after the fashion in which Tamil is read. In both reading and pronunciation I found the schools in Trichinopoly and Tanjore better

than those in Salem and North Arcot. Several masters in Government Schools in this division labor from some defects in their organs of speech, or have a natural stutter.

Euclid is not taught, so that the different steps in a proof are understood by the learner; the lesson is learned by heart, and the boy, after drawing the figure on the black-board, returns to his place in the class and recites the words of the book; this may secure his answering a fair percentage of questions on paper; but, if he is examined on the demonstration, he breaks down, the memory and not the reasoning faculty having been exercised in the preparation of the lesson.

With *Arithmetic* it is much the same; problemes and questions that require thought are rarely attempted or incorrectly answered at an examination, apparently from their being seldom practised. As a specimen of how little practical value is the knowledge of Arithmetic which some men who have passed the Matriculation Examination possess, the following is the mode in which I found the average monthly attendance kept by the Head Master of a Taluq School. For the month of February, for example, the number of boys on the roll was 70 throughout, but in the column of the register, "average remaining during the month" $73\frac{1}{2}$ appears. This was got by treating Saturdays as half-days; there were 24 school days in the month, but the four Saturdays count as only two days, and so the 70 is multiplied by 24 and divided by 22 for the average number on the rolls, it never occurring to the Head Master that there was any absurdity in finding that there was a greater average number of boys on the rolls than the actual maximum enrolled.

Hand-writing is universally the most neglected portion of school-work, in many cases, indeed, never forming any part of the day's work at all. One cause is from the schools being so badly supplied with desks and benches; in the great majority of schools either there are no desks at all, or too few in proportion to the number of pupils. But until the University takes the initiative, much perceptible improvement cannot be expected.

126. *The working of the results' system.*—My experience of the working of the system of "payment by results" is confined to this division; but from what I have seen, I cannot but consider that the system requires several restrictions and modifications, whether it be regarded as subsidiary to the salary system, or eventually to take the place of it in Elementary Schools.

127. The abuses of the system as at present administered are (1) too much power is placed in the hands of the Deputy Inspectors; (2) there is no guarantee as to the stability of a Result System School; (3) the masters are not bound to charge any fee; (4) Government in many case pays twice over for the acquirements of a whole class.

(1.) A Deputy Inspector is practically constituted the tribunal in whose veto it lies, as to whether a school is to receive a result grant or not. A new school may spring up, and neither the Inspector nor the Director of Public Instruction knows anything of its existence, or of the injury it may be inflicting on an Aided School in the locality, until six months after date when its little bill for "payment by results is" presented through the Deputy In-

spector. Not to speak of the immense influence with which the Deputy Inspectors are thus vested, it is exceedingly questionable whether, with the best intentions on their part, it will be wisely or judiciously exercised. An instance from each of three different circles will exemplify what I mean. In paragraph 81 I have commented on the growth of Result Schools at Tripatore through the encouragement of the Deputy Inspector; and yet this is only what might naturally be expected; the more Results' Schools there are, the more retainers the Deputy will have, and the greater the amount he can "grant" the greater will be his influence, and the longer the list of those who will look up to him for his "favor." In paragraph 82 I have instanced a case where there has been a gross abuse of the system on the part of the Deputy Inspector at Tranquebar. In this case the Government has been made to pay double; the masters in the new school, after nine months' work, were paid for presenting boys for the third and fourth standards, the requisite knowledge for which had not only been acquired by these boys at the Mission School, but had already been paid for by Government in the salaries of the teachers, and meantime the same staff of masters had to be kept up in the old school. In another circle one of the masters of an Aided School (under native management), having been dismissed, induced another master to join him in opening a school; and as they announced it would be a Results' School, and that they would charge no fee, they soon emptied the Aided School of three-fourths of the boys. This was going on under the eye of the Deputy Inspector, at all events with no sign of disapprobation from him, and probably would have run its course for six months, had not I discovered it in time and nipped the scheme in the bud.

(2.) The results, system has brought into existence a great many schools for whose suppport and encouragement it was never intended. A dismissed master, or some needy youth who has passed the Matriculation Examination, gathers a number of boys about him, many of them enticed away from Aided Schools, charges no fee, and is content with voluntary offerings and the prospect of the grant; and when the grant is paid, he shifts for himself elsewhere, taking small thought as to what becomes of his quondam scholars.

(3.) This liberty, or license rather, for the manager or master of a Result School to charge what fees he likes, or none at all, is not only in controvention to the understanding between Government and the Aided Schools, that a minimum fee is chargeable in each class, but opposed to the principle that payment should be exacted for the education afforded. Moreover, there is the anomaly that, while in some places boys are educated up to the fourth standard gratis and at Government expense, in others they have to pay Rupees 1-8-0, or Rupees 2 for the same standard of instruction in Salary Schools.

(4.) I have already illustrated how Government has paid twice over for the attainments of a boy who has been previously educated in a Government or Aided School, and is presented for examination after six months in a Result System School. A boy presented for examination under the result system is like a manufactured article; the higher the standard the higher the finish; and, if the manufactured article is presented in the highest state

of finish, for which payment is offered by a man who has spent only six months on what required three or four years to produce, it is evident that the reward he receives goes into the wrong hands.

128. Among other abuses which the present rules do not meet is the "trade" which has sprung up in Result Schools. The rules do not require that there should be any responsible manager other than the master—a master who either wishes to give up his school, or, for the mere sake of speculating and making a little ready money, will sell his good will in the school two or three months before the time of examination. Or, again, the system is traded in when a manager salaries the master and passes on the grant to his own credit.

129. To meet the irregularities and abuses which have cropped up from time to time in connexion with the result system, some such rules as the following should be laid down :—

(1.) That no school be examined for "payment by results" which has not been a year in existence; that to qualify for examination in the second standard, a school should be two years in existence, three years for the third, and so on.

(2.) That there be a minimum fee charged, the fee of each class being the same as that of the class to which it corresponds in Aided Schools, but that this be not applicable to Indigenous or purely Vernacular Schools remote from Aided Schools.

(3.) That there be a minimum to the number of pupils in schools eligible for examination. In Table XVI. will be seen the case of a school of less than 20 boys, in which 16 boys obtained a grant of Rupees 169, enough to support a Taluq School of 150 boys.

(4.) That the manager or master of Result System School should keep an admission register, and that in it, as well as in all other registers belonging to the school, the village or house names of the pupils be written in full; and that printed attendance rolls be kept, and attested and initialled by the Inspecting Schoolmaster on each visit.

130. *Effects of the Result Grants on School Fees.*—In the Government Order of the 10th of December last the Government desired information on the general question of the effect of results' grants in inducing the discontinuance of school fees. I may here quote some of the remarks I made when reporting specially on the question as connected with the subject of the working of the result system.

131. So far as this division is concerned, the effect of the results' grants in causing a reduction of the fees paid by the pupils is so general that the exceptions need scarcely be taken into consideration; nor is the effect of the grants confined to a mere reduction by the fees; in some cases the fees are discontinued altogether, while in others the masters actually supply books and slates.

Of this the following instances may be adduced :—

(*a.*) At Virinjipuram, in North Arcot, there is a Result System School which numbers about 70 pupils, and yet the actual receipts from fees do not exceed more than 4 or 5 rupees monthly, the grant, which reached

Rupees 263-8-0 in 1871 and Rupees 222-4-0 in 1872, affording of itself almost sufficient maintenance for the teachers.

(*b.*) At Kalambur, in the Polur Taluq, North Arcot, the Village School obtained a grant of Rupees 120-8-0 in September; the parents of the children thereupon refused to pay any more fees, on the ground that not only had the master received his remuneration by the Government grant, but that their children had repaid him by having earned the grant for him; they further threatened to withhold their children from school at the time of inspection if the payment of fees were compulsory; the consequence was that the master closed the school and left the village, feeling the prospect of a grant to be too remote and too uncertain a contingency.

132. The causes of the effects brought about by payment by result are patent enough, but may be briefly stated:—

(*a.*) The main cause is the hold which the parents have over the masters through the rules of the system. If a parent wishes to escape all payment, he need only threaten the irregular attendance of his child, which will disqualify him for examination, or keep him from school at the date of the examination.

(*b.*) The idea is that each boy has his price; that he has himself earned so much at the examination, which is appropriated by the teacher who is thereby repaid, the labour and attendance of the pupil being the bullion brought to the Government mint, and handed over to the teacher when coined.

(*c.*) In places where the Indigenous and Pial Schools have only recently been brought under the system, the parents consider that by their mere toleration of the new studies, and their allowing their children to be taught in a manner different from that in which their forefathers for generations back were brought up, they make a large concession, and confer a boon on the masters by allowing their children to qualify for the grant.

(*d.*) In villages the lump grant appears a very large sum; and, accordingly, looking at the 50 or 60 rupees by which the master is all at once enriched, and which is equivalent to a whole year's income of most of the people, they think the payment of a fee is an unnecessary demand.

(*e.*) The foregoing are the ways in which the minds of the parents are influenced; a fifth operating cause may, in certain cases, be attributed to the masters; where a teacher can calculate on securing as much by the grant as a year's fees would amount to, he will teach as many boys as possible, charge no fee, and even supply books and slates to those likely to bring him in a return for his outlay.

133. The Government grant has similarly affected the custom of giving the masters presents in kind—the daily piece of firewood, the weekly dole of oil, the present of betel and a pice a-piece at the fortnightly changes of the moon. All these were but a mickle for each donor, but made a very good muckle for the recipient; and the parents gladly gave such inducements, as well as larger donations on grand occasions, that their children might be in the schoolmaster's favour; now, however, the case is reversed, and the master is the obliged party, and the parents confer a favour on him in

allowing their children even to attend the school. The custom of making a present to the master when a boy commences a new book or a new study is now transferred from the parent to the Government.

134. The exceptions to the general statement, that the income derived by the masters from the parents of children in Result System School has been either reduced or discontinued altogether, are to be found in the two extremes, where education is advanced and where it is backward. In the former case (which supplies very few instances), in large towns where education is sought after (and there are Salary System Schools) a boy will rarely be removed merely in consequence of the income of the master being augmented by a result grant. On the other hand, where education is in its primitive state, and the master of a Pial School is not likely to obtain more than Rupees 10 or 15 by the result grant examination, he is almost as independent of the parents' interference as before.

IX.—The Inspecting Agency.

135. Several changes have taken place in the Inspecting Agency during the course of the year. B. Kistna Row, B.A., Deputy Inspector, Trichinopoly District, died in February 1872, and was succeeded by T. V. Subba Row, B.A., in the middle of March. In the beginning of the official year, in consequence of the increase of work which would fall on the Deputy Inspectors in the development of elementary education, the Collectorates of Arcot, Salem, and Tanjore were each sub-divided into two circles, with a Deputy Inspector for each; the number of these officers for the division was thus raised from four to seven.

136. The following table gives particulars as to the work, &c., of each Deputy Inspector during the year:—

Table XXV.

Deputy Inspectors.	Age, April 1873.	Circle.	Number of Schools.			Number of Pupils examined.	Number of Miles travelled.	Travelling Allowance.
			Government.	Private.	Result System.			
								Rs.
N. Murugesa Mutheliar ...	37	Chittoor ...	4	4	182	3,592	2,591	843
* N. Devasikamony Mutheliar	26	Vellore ...	2	4	244	3,326	1,810	711
C. Elaiyathumby Pillay ...	32	Salem ...	3	18	229	2,556	2,025	894
* S. R. Subbaroya Aiyar ...	23	Oossoor ...	3	9	67	1,201	1,819	922
T. V. Subba Row	23	Trichinopoly.	1	27	154	3,307	2,041	571
C. Sama Row	42	Tanjore ...	3	33	274	7,568	2,110	705
* S. Atchayalingam Mutheliar	25½	Negapatam ...	3	21	158	3,532	1,824	533

137. C. Sama Row is an officer of long experience both as a master in the Cuddalore Zillah School and as Deputy Inspector of Schools, having

* For eleven months.

acted in the latter capacity in the districts of Coimbatore, Nellore, Cuddapah, Trichinopoly, and Tanjore. He is a hardworking and zealous officer, and possesses the confidence of the people in his circle.

The same may be said of Murugesa Mutheliar, who, previous to his appointment as Deputy Inspector, had ten years' experience in Zillah and Provincial Schools; he has been successively Deputy Inspector in Madura, Trichinopoly, and North Arcot.

C. Elaiyathumby Pillay, originally Head Master of the Anglo-Vernacular School, Tripatore, has been Deputy Inspector of Salem since August 1866; I know less of him than of any of the other Deputy Inspectors, and I have reasons for believing he prefers it should be so.

The four others were all appointed last year, and are all quite new to their work. But of these, Devasikamony Mutheliar has had the advantage of having had seven years' experience as a teacher, first as Head Master of Taluq Schools and afterwards in the Zillah School, Salem. He is a sensible and painstaking man, and will make a good officer.

The remaining three are all almost fresh from school, possessing hardly any experience whatever, professional or otherwise. They are all very young, and in addition to this have had no service in Government Schools. Of the three, S. R. Subbaroya Aiyar is the smartest and most active; his previous appointment in the Collector's Office at Salem has given him business habits, in which the others are wanting.

T. V. Subba Row does his work to the best of his ability; but his inexperience in the most ordinary matters is very palpable.

Atchayalingam Mutheliar has proved to be the least efficient, and very much wanting in judgment.

138. I am inclined to think that a further drawback to the usefulness of the three last mentioned is that each is located in the district of which he is a native, and among his relatives. They are all B. As., but that degree is far from being a necessary qualification for a Deputy Inspector.

139. Attendance at Local Fund Board Meetings is an exceedingly *profitable* mode to the Deputy Inspectors of mis-spending their time. In April last a Deputy Inspector attended a Local Fund Board Meeting, travelling upwards of 300 miles for the purpose, at a cost to Government of Rupees 40, more than a whole month's pay of a Taluq School Head Master.

140. The "establishment" of a Deputy Inspector is in many cases a needlessly expensive item; as the travelling allowances of a Deputy's writer considerably exceed his actual travelling expenses, it is no small gain to him to travel, especially when the distances are short, as he is at no expense at all. I have had recently to report to you a case where a Deputy Inspector carried his writer about with him wherever he went, and the travelling bill of the latter for a single month amounted to Rupees 30, which, together with his pay, was a rather heavy outlay on the work performed. I am quite sure that, if the Deputy Inspectors were allowed the writer's pay to keep a writer, or to engage one when they temporarily required one, and that no travelling allowance were sanctioned for a writer, this portion of the Deputy Inspectors' work would be accomplished

as efficiently as at present, and at an immense saving to Government of money needlessly thrown away.

141. *Inspecting Schoolmasters.*—There were eleven Inspecting Schoolmasters on the 31st March 1872; at present there are fourteen, that is two for each circle.* Provision has been made by the Local Fund Board, Chittoor for the appointment of two additional Inspecting Schoolmasters in that circle during the course of the year 1873-74.

142. Of the fourteen Inspecting Schoolmasters, one has passed the First Examination in Arts, five the Matriculation Examination, two the 4th Grade, three the old 8th Grade, one the 5th Grade, and two the old 9th Grade.

APPENDIX A.

No. IX.

From W. R. KERSHAW, Esq., B.A., Acting Inspector of Schools, 5th Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Madras, 15th May 1873, No. 331.

SIR,

I HAVE the honor to submit to you the Annual Report on education in the 5th Division of this Presidency for the year ending March 31st, 1873.

2. In this division there were 1,447 schools of all classes under inspection, with 40,977 pupils, as shown in the accompanying Table No. I. :—

TABLE No. I.

Kind and Style of School.		No. of each kind.	No. of Pupils.	Remarks.
Government Institutions	Zillah Schools ...	1	191	
	Taluq Schools ...	8	422	
	Army Schools ...	2	65	Hindustani and Tel. Schools of 24th M N.I.
L. F. Board Institution	Union Schools ...	2	60	Coimbatore District.
Private Salary Grant Institutions ...	Higher-Class Schools.	2	630	
	Middle-Class Schools	60	2,937	
	Lower-Class Schools.	253	8,122	
Private Results' Grants Institutions ...	Middle-Class Schools.	39	2,080	
	Lower-Class Schools.	1,075	26,021	
Private	Training Institutions.	5	449	
	Total ...	1,447	40,977	

3. These numbers, when compared with those of last year, show an increase of 321 in the number of schools, and of 10,033 in the number of pupils. The progress in this direction is so far satisfactory. Table No. II. will show whether there has been any rise in standard during the past year.

TABLE No. II.

Class or Standard of School.	No. in each Class.		Remarks.
	1871-72	1872-73	
Collegiate Institutions	...	...	
Higher-Class Schools	3	3	
Middle-Class Schools	124	109	
Lower-Class Schools	994	1,330	
Training Institutions	5	5	
Total ...	1,126	1,447	

4. In the upward direction there seems to be no advance. There are two of the Middle-Class Schools, though specified above, that have educated up to the Matriculation standard during the past year, and might, therefore, have been transferred to the higher class; but as this is the first time they have sent up any candidates to the Matriculation Examination, and as their success was limited to one passed man each, it might be premature to make the transfer at present. There is another reason for allowing them to remain at present in the middle class; the managers of both these schools, the Roman Catholic School at Coimbatore and the American Mission School at Madura, prefer putting their schools on the result system. As they have, therefore, drawn their grants as Middle-Class Institutions during the past year, it might cause some confusion if they were now ranked in the higher class.

5. With this very slight advance in standard, there is apparently a considerable falling off in the number of Middle-Class Schools. This is due in a great measure to the fact that in previous years many schools were rated too high, and as during the past year a better defined line has been drawn between the middle and lower classes, many schools that were rated above their rank have necessarily fallen into their proper place. Thus, then, it will be seen that the general standard of the year under review is very nearly what it was in former years.

6. The fifth is still behind every other division in the Presidency in not having a single institution, Government or private, of the collegiate standard; consequently few boys in this division go beyond the Matriculation Examination. A few migrate to Trivandrum or elsewhere for the purpose of reading for the higher examinations, but the numbers are limited to two or three per annum.

7. Having shown above the total increase of schools and pupils for the whole division, it will be well to compare the advance made by each district during the year just terminated. This will be clear from Table No. III., in which the numbers of schools and pupils on March 31st, 1873, are exhibited by the side of those on March 31st, 1872.

TABLE No. III.

1	2			3			4	5	6	7
District.	On 31st March 1872.			On 31st March 1873.			Increase in Schools.	Decrease in Schools.	Increase in Pupils.	Decrease in Pupils.
	Government Schools.	Other Schools.	Total Number of Pupils.	Government Schools.	Other Schools.	Total Number of Pupils.				
Nilgiris	...	6	630	...	5	585	...	1	...	45
Coimbatore ...	6	476	10,134	6	606	12,894	130	...	2,760	...
Madura	3	300	8,193	3	312	10,445	12	...	2,252	...
Tinnevelly ...	...	297	10,605	...	514	17,053	217	...	6,448	...
Total ...	9	1,079	29,562	9	1,437	40,977	359	1	11,460	45

8. Taking the four districts of the division in the usual order, I proceed to give detailed particulars of the institutions in each. As I had charge of the 5th Division but for five months of the past official year, I have become personally acquainted with the schools of the Madura and Tinnevelly Zillahs only. My remarks on the schools on the Nilgiris and in the Coimbatore Zillah must, therefore, be drawn entirely from Mr. Marden's reports and those of the Deputy Inspectors of Coimbatore.

9. *The Nilgiris.*—Table No. IV. gives the number of schools of this district, arranged according to the usual classification of higher, middle, lower, and special, along with the number in each class of the previous year, for convenience of comparison.

TABLE No. IV.

Year.	Higher Class.	Middle Class.	Lower Class.	Special Institutions.	Total.
1871-72	...	2	4	...	6
1872-73	...	2	3	...	5

10. From this table it appears that one Lower-Class School has fallen away, whilst from Table III. there appears a falling off of 45 in the total number of pupils. This is not satisfactory.

11. The following Table No. V. gives particulars respecting the Middle-Class Schools. These are the two branches of the Lawrence Asylum.

TABLE No. V.

1	2	3	4						5	6	7	8	9	10	11
	Locality.	Name of Institution.	Strength of the several Classes.						Number of Pupils, 31st March 1873.	Number of Pupils, 31st March 1872.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3	2	1							
													Rs.	Rs.	Rs.
Private.	Ootacamund.	Lawrence Asylum Boys' Schl.	52	52	54	50	33	88	329	344	...	15	445	84,085	43,274
		Lawrence Asylum Girls' Schl.	...	...	29	13	12	11	65	68	...	3	196	16,797	17,640
		Total.	52	52	83	63	45	99	394	412	...	18	641	100,882	60,914

12. Mr. Marden examined the Lawrence Asylum in June last. His report on the boys' school is generally satisfactory. Of the industrial classes he says: "The telegraph class has been resumed, and now numbers 15 boys under the instruction of the Station Telegraph Master. In the shoemaking class there are two boys who work under Sergeant Bernard. The gardening class consists of 20 boys, who work only in the afternoons, and 11 who

work the whole day on alternate days. In the tailoring class 5 work all day and 30 in the afternoon only. Moreover, 17 boys are told off every day to clean the dining hall and dormitories, wash up plates, &c., and 3 are selected to serve in the cook-room for a week at a time." Besides those referred to above, 6 boys are engaged in the school as pupil teachers.

13. The girls also are reported to have passed a fair examination. In their department they "do all the house-work and cooking."

14. The total annual cost of educating, &c., each boy in this institution appears to be Rupees 213, of which Government pays Rupees 92. The entire cost of the boys' part of the institution, it seems, exceeded the receipts by a considerable sum, the deficit being met by a balance in hand from previous years. It is not, of course, my duty to criticise this state of things, but I would observe, in passing, that the annual cost of each boy in such an institution strikes me as exceedingly high. But the cost of each girl rises considerably higher, as shown by the following figures: "total cost of each girl" Rupees 277; "cost to Government" Rupees 281. This is an anomaly of a different kind from that which presents itself in the boys' department. In the case of the girls the cost to Government considerably exceeds the actual cost, high as that is. This is a matter which I do not understand. I, therefore, merely give the figures as supplied by the Principal without further comment. The total annual cost of this institution, including both departments, considerably exceeds a lakh of rupees.

15. As the Lower-Class Schools in this district are so few in number, details of them are given in the subjoined Table No. VI.

TABLE No. VI.

Lower-Class Schools on the Nilgiris.

1	2	3	4						5	6	7	8	9	10	11
	Locality.	Name of Institution.	Strength of the several Classes.						Number of Pupils, 31st March 1873.	Number of Pupils, 31st March 1872.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3	2	1							
													Rs.	Rs.	Rs.
Salary Grant.	Ootacamund.	C. M. S. Anglo-Ver. School ...	9	25	21	22	31	...	108	88	20	...	162	876	290
Results.	Do. ...	Tamil Girls' Sch.	...	...	...	...	...	...	80	29	1	..	...	830	38
	Coonoor ...	Roman Cath. do.	...	..	...	. .	...	...	53	65	...	12	114	509	07
		Total ...	...	...	...	...	...	...	191	182	21	12	276	2,215	395

16. From the returns sent in to me the Roman Catholic School appears to have cost Rupees 327 more than its entire income from all sources. No

explanation is given, as in the case of the Lawrence Asylum, as to how the deficit was met. It is unfortunate that two out of the five Nilgiri Schools should be working on such unsound financial conditions.

17. *Coimbatore.*—Table No. VII. shows the number of the several classes of schools in the Coimbatore Zillah at the close of the last two years. From this it will be seen that in this district the number of Middle-Class Schools has fallen considerably, whilst the number of Lower-Class Schools has increased by nearly 150; this latter fact is satisfactory, and shows how well the results' system is calculated to stimulate and extend popular elementary education in this country.

TABLE No. VII.

Years.	Higher Class.	Middle Class.	Lower Class.	Special Institutions.	Total.
1871-72	1	46	435	...	482
1872-73	1	29	582	...	612

18. Table No. VIII. gives details of the Higher-Class School.

TABLE No. VIII.

1	2	3	4						5	6	7	8	9	10	11
	Locality.	Name of Institution.	Strength of the several Classes.						Number of Pupils, 31st March 1873.	Number of Pupils, 31st March 1872.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3	2	1							
Private Schl.	Coimbatore.	High School....	29	46	98	117	68	33	391	356	35	...	Rs. 6,064	Rs. 11,388	Rs. 4,884

Mr. Marden examined this school in August last, and the results of his examination seem to have been fairly creditable to Mr. Kenny and his Assistant Masters. Geography is the only subject, apparently, in which there was a general failure throughout the school. At the late Matriculation Examination of the Madras University 17 boys from this school, leaving out 4 who presented themselves without the Head Master's sanction, were sent up for examination and 12 passed, 1 in the first class and 11 in the second. This is very creditable, and is a great improvement on the year before, when only 4 passed out of 18. All the figures in the above table are very satisfactory, as they indicate that the school possesses a sound and vigorous constitution.

19. The annexed Table No. IX. gives details of the Middle-Class Schools of this district, the schools of the two circles being shown separately.

TABLE No. IX.

1	2	3	4				5	6	7	8	9	10	11
—	Locality.	Name of Institution.	Strength of the several Classes.				No. of Pupils, 31st Mar. 1873.	No. of Pupils, 31st Mar. 1872.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			4	3	2	1							
		Middle Class Schools in the Southern Circle.									Rs.	Rs.	Rs.
Priv. Salary Grant L. F. Bd Schools. Govt. Schools.	Cheyur ...	Taluq School ...	...	3	16	19	38	38	...	...	200	458	258
	Pollachy ...	Do. ..	6	11	21	37	75	74	1	...	452	722	270
	Darapuram ...	Do. ...	8	9	14	33	64	53	11	...	353	698	345
	Udamalapetta .	Do. ...	7	18	9	16	50	37	13	...	322	684	362
	Kangayam ...	Union School ...	6	12	12	13	43	31	12	...	80	618	587
	Suloor ...	Do. ...	...	3	2	12	17	13	4	...	5	125	121
	Caroor ...	Hindu Anglo-Vernacular School..	...	...	5	19	24	30	...	6	175	366	165
	Do. ...	Wesleyan Mission School ...	...	5	4	19	28	31	...	3	166	648	240
	Tirappur ...	London Mission School ...	..	...	5	28	33	25	8	...	70	563	215
	Palladam ...	London Mission School ...	...	...	7	15	22	25	...	3	78	525	233
	Avanashy ...	Anglo-Vernacular School ...	...	...	5	18	23	23	...	...	80	243	120
Results' Schools drawing grants from Provinl. Funds.	Karuvaloor ...	Rama Row's Anglo-Vernacular School ...	...	...	...	...	8	25	...	17	72	168	88
	Virajimungalam.	Seshagiri Row's Anglo-Vernacular School ...	...	...	...	...	25	25	...	...	90	256	166
	Komaralingam.	Narayana's Anglo-Vernacular Sch.	...	...	...	...	20	24	...	4	83	211	127
	Sanaparetti ...	Venkatnarayana's Anglo-Vernacular School ...	...	...	...	...	38	...	38	...	257	575	267
	Nerur ...	Hanumanta Row's Anglo-Vernacular School ...	...	...	...	...	24	9	15	...	90	310	180
		In the Northern Circle.											
Private Salary Grant Schools. Govt. Schools.	Erode ...	Taluq School ...	11	12	18	19	60	76	...	16	428	849	421
	Sathiamungalam	Do. ...	...	16	10	18	44	49	..	5	309	673	364
	Coimbatore ..	London Mission Anglo-Vernacular School ...	10	16	27	63	116	110	6	...	432	1,358	558
	Do. ...	London Mixed Anglo-Vernacular School ...	..	...	8	33	41	35	6	...	4	282	105
	Karamadai ...	Anglo-Vernacular School ...	...	2	5	13	20	24	...	4	120	249	120
Results Schools drawing grants from Provincial Funds.	Coimbatore ...	Telugu Brahmins' St. School ..	...	...	...	...	100	55	45	...	192	590	336
	Do. ...	Sakaravarapetta St. School ...	...	...	...	...	80	60	20	...	240	555	315
	Telingapalayam	Narrain Pillay's St. School ...	...	...	...	...	36	...	36	...	100	221	71
	Perur ...	Aiyavu Pillay's St. School ...	...	...	...	...	39	...	39	...	90	190	89

TABLE NO. IX.—(*Continued.*)

1	2	3	4				5	6	7	8	9	10	11
—	Locality.	Name of Institution.	Strength of the several Classes.				No. of Pupils, 31st Mar. 1873.	No. of Pupils, 31st Mar. 1872.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			4	3	2	1							
		Middle Class Schools in the Northern Circle.—(Continued.)											
											RS.	RS.	RS.
Results Schs. drawing grants from Provl. Funds.—(*Contd.*)	Coimbatore ...	Roman Catholic Anglo-Vernacular School ...	...	...	...	...	163	171	...	8	902	3,513	89
	Do. ...	Ottachekkar St. School ...	...	...	...	...	63	16	47	...	116	244	128
	Bowany ...	Arnachellier's St. School ...	...	...	...	...	41	65	...	24	200	407	147
	Unjalur ...	Hanumuntha Row's St. Sch...	..	..	...	...	30	...	30	...	120	391	191
		Total ...	...	...	...	...	1,365	1,124	331	90	5,796	16,679	6,678

20. Mr. Marden examined five of the Taluq Schools, the one at Cheyur being examined by the Deputy Inspector, who reports satisfactorily on all subjects except Arithmetic. In the Pollachy School the only unsatisfactory points noticed are the Euclid of the fourth class and the Arithmetic of the third. In the Darapuram School the Arithmetic of the highest class is stated to be "very bad," all other subjects more or less creditable. In the Udamalapetta School also the Arithmetic is unfavorably reported on. Mr. Marden thus speaks of the Erode School: "The boys of the highest class, though not very numerous, answered very well on the whole. The second class did very well in English," &c. The Inspector calls attention in his report to the great decrease in numbers in this as well as in other Taluq Schools of the division. The Sathiamungalam School is favorably reported on in all subjects except the Arithmetic of the third class. The worst feature about this school seemed to be its decline in standard, the fourth class having dwindled away.

21. All these Taluq Schools have great difficulty, apparently, in maintaining their standard. The fourth class in each is constantly melting away, and being reformed only to melt away again. It will be seen from the preceding table that two out of the six are still unable to rise above the third class; and the Cheyur School can scarcely maintain even that inferior position. When this school was first opened, Cheyur was the head-quarters of a Tahsildar and a Munsif. Both those offices have been removed from Cheyur, and that seems to account for the present languishing state of this school. The Erode School takes the best position, although it has lost nearly one-fifth of its numbers during the year. From a comparison of columns 9 and 11 it will be seen that the Erode, Pollachy, and Darapuram Schools pay more than half their expenses, whilst the fees of the other three fall considerably below their net cost to Government.

22. There are two "Union Schools" in this district being converted "Rate Schools;" Mr. Marden examined the one at Kangayam, and the results are stated to be fair; and on reference to the table, the strength of the several classes is very fair; the whole strength of the school, too, has risen from 31 to 43 since the last annual report was drawn up. There is one unsatisfactory feature to be observed about it, and that is the miserable fraction of the total cost met by the school fees, Rupees 30 being all that is raised from that source to meet an expenditure of Rupees 618. The Sulur School is unsatisfactory in every respect. Its standard is low, and the strength of the two highest classes is absurdly low, and yet the Sulur village is far more populous than Kangayam. In respect of the ratio between the fees and the entire cost, it is more unsatisfactory even than the Kangayam School, viz., one-twentyfifth in the former and one-twentieth in the latter This school was recently examined by the Deputy Inspector, who reported very unfavourably of it. Everything was reported to be *bad*—the results of examination, the teacher, the furniture, and the school-house. I communicated with the President of the Local Fund Board on the subject, and he informed me in reply that he had already visited the school, that a more efficient teacher had been appointed, and that furniture and other requisites had been sanctioned by the Board. Under these improved circumstances, I hope to find it in a more satisfactory condition when I visit it in July or August next.

23. Of the eight Salary Grant Schools, Mr. Marden appears to have examined six, and the Deputy Inspector has reported on the other two, the Avanashy School and the London Mission Mixed School at Coimbatore. Of the former, he says: "It has never been in a flourishing condition. In August last," he says, "I was asked to report as to the class in which this institution should be placed, and this I did from the results of the annual inspection." My opinion is that the Deputy Inspector made a mistake in ranking it as a Middle-Class School. On reference to Table IX. it will be clear, from the low standard of the five following schools, that it is a misnomer to call such miserable schools "Middle-Class Institutions;" I, therefore, recommend that the Hindu Anglo-Vernacular School at Carur, the London Mission Schools at Tiruppur and Palladam, the Anglo-Vernacular School at Avanashy, and the London Mission "Mixed School" at Coimbatore be transferred for the current year to the lower class. The last-named school passed but an indifferent examination; there are two masters paid in the aggregate Rupees 35 per mensem, half of which, I presume, is Government grant, and I certainly do not think the school worth Rupees 210 per annum of public money. This school has hitherto been a Results' School, and I think it ought to have remained on that system.

24. The results of Mr. Marden's examination of the London Mission Anglo-Vernacular School at Coimbatore are generally poor, and this is the general characteristic of the schools at Tiruppur and Palladam belonging to the same Society. Mr. Marden, in his report on the Hindu Anglo-Vernacular School at Carur, calls attention to its "decline both in numbers and standing." His examination results, however, seem to have been fair in all

particulars except Arithmetic. In the Inspector's report on the Palladam School the word of most frequent occurrence is "bad." The Wesleyan Mission School at Carur seems to have done but poorly at the annual inspection, whilst the Karamadai School did fairly. The weakness of the higher classes of this school though indicates its struggle for existence, and its general decline in strength during the past year does not promise a prolonged career.

25. Of the 13 Middle-Class Results' Schools a fair measure of their efficiency may be formed by a comparison of the number on the rolls with the amount of grant secured as exhibited in columns 5 and 11 of Table IX. Measured in this way, the most efficient is the weakest in numbers, viz., the school at Karuvaloor with eight pupils and a grant of Rupees 88, or an average of Rupees 11 per pupil; whilst on the other hand, the least efficient is the strongest in numbers, viz., the Roman Catholic School at Coimbatore, which, with 163 pupils, gained but Rupees 89½, or little more than ½ rupee a head. This latter school, too, as I have mentioned elsewhere, aims far higher than the fourth standard of the results' system, for it sent up four pupils to the late Matriculation Examination, of whom one passed.

26. The total amount of rupees expended in results' grants in Middle-Class Schools in this district during the year is Rupees 2,197, against Rupees 3,341 of the previous year, the highest grant being Rupees 336, which is a trifle lower than the highest grant of the year before, viz., Rupees 343. It will be observed that the Middle-Class Results' Schools have decreased from 31 at the end of 1871-72 to 13 at the end of 1872-73, the total amount of grant being about one-third less for the latter than for the former year. This falling off is due mainly to the fact that many schools that were formerly rated as Middle-Class Institutions have, by a clearer definition of what constituted a Lower-Class School, taken their proper place in the lower class.

27. The number of Lower-Class Schools under inspection in this district was at the close of the year 582, against 435 of the previous year. The total number of pupils attending these schools was 11,138, against 8,158 of the previous year. But with this increase in the number of pupils the total amount of grant during the year under review has fallen from Rupees 11,623 to Rupees 11,330, which just gives an average of about a rupee a head to the pupils under inspection. Of the 582 Lower-Class Schools, two are on the salary grant system with an aggregate of 36 pupils. I should recommend these also being transferred to the results' system. One is ill reported on, and the other is stated to have done fairly at inspection.

28. *Madura District*.—The number of schools of the several grades in the Madura Zillah at the close of the last two years is shown in Table No. X.

TABLE No. X.

Year.	Higher Class.	Middle Class.	Lower Class.	Special Institutions.	Total.
1871-72	1	24	276	1	302
1872-73	1	25	288	1	315

This district has remained stationary during the year as regards the two higher classes of institutions, and has made only a poor advance in the lower class. This is unsatisfactory, and an effort must be made to remedy this in the current year. The only higher class is the Government Zillah School at Madura. This is in fact the most important educational institution in the 5th Division, and it might be worthy of consideration how far it would be desirable to place this division on a level with the other five divisions of the Presidency by raising this institution to the rank of a Provincial School.

29. The subjoined Table No. XI. gives details of this school.

TABLE No. XI.

1	2	3	4				5	6	7	8	9	10	11
—	Locality.	Name of Institution.	Strength of the several Classes.				Number of Pupils 31st March 1873.	Number of Pupils 31st March 1872.	Increase.	Decrease	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3							
Govt.											RS.	RS.	RS.
	Madura ...	Zillah School ...	34	42	74	41	191	290	...	99	4,187	7,966	3,779

30. The above tabular statement is satisfactory in every particular but one, and that is the great decrease, in the year under review, of the number on the rolls. I do not consider, however, the school-house capable of accommodating 290 boys without turning some 90 of them into the verandahs, which is objectionable. There is comfortable accommodation in my opinion only for 200. The Matriculation and Preparatory Matriculation Classes are strong, and the fees meet more than half the expenses of the school. I examined this school in November last, and was generally satisfied with its condition, discipline, &c. At the late Matriculation Examination it also did exceedingly well; 18 students were sent up for examination, of whom 13 passed, 2 being placed in the first class; this is very creditable to Mr. Phillips and all concerned.

31. Details of the Middle-Class Schools, according to circles, are given below in Table XII.

Table No. XII.

1	2	3	4						5	6	7	8	9	10	11
	Locality.	Name of Institution.	Strength of the several Classes.						No. of Pupils, 31st March 1873.	No. of Pupils 31st March 1873.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3	2	1							
			Dindigul Circle.												
													Rs.	Rs.	Rs.
Private Results Gr. Schs. Govt.	Pereakulam	Taluq School	...	...	13	11	7	8	39	36	3	...	336	733	397
	Dindigul	Do.	...	6	12	5	16	13	52	84	...	32	520	832	312
	Tirumangalum	Anglo-Vernacular School ...	...	...	13	10	8	5	36	39	...	3	222	481	237
	Palany	Do. do. ...	...	...	7	4	7	18	36	25	11	...	241	638	289
Private Results Gr. Schs. Govt.	Pereakulam	D. Ramiah's School ...	...	...	...	...	...	...	26	46	...	20	67	139	72
	Palany	Amer. Mn. Mixed School.	...	...	...	...	...	...	54	46	8	...	25	388	124
	Batalgundu	Subramani Iyer's School ...	...	...	...	...	...	...	22	18	4	...	96	247	151
	Do.	Amer. Mn. Boarding School.	...	...	...	...	...	...	52	39	13	...	35	1,299	184
	Tirumangalam	Do. do. ...	...	...	...	...	...	...	20	31	...	11	53	224	171
	Dindigul	Amer. Mn. A.-V School ...	...	...	...	...	...	...	182	202	...	20	506	1,633	662
			Madura Circle.												
Private Salary Grant Schools.	Ramnad	S. P. G. A.-V. School ...	...	17	23	12	39	43	134	132	2	...	964	4,694	1,631
	Madura	Cent. Hindu A.-V. School...	17	68	85	108	77	79	434	170	264	...	3,007	3,915	1,148
	Sholavandan	Anglo-Vernacular School...	...	...	3	8	8	8	27	52	...	25	346	749	346
	Sivagunga	Do. do. ...	...	...	10	16	14	16	56	60	...	4	339	1,275	600
	Madura	Christian A.-V. School ...	...	10	21	21	14	27	93	86	7	...	691	1,373	546
	Permagudy	Anglo-Vernacular School ...	...	...	...	8	14	28	50	43	7	...	233	606	280
	Tiruppatur	Do. do. ...	...	...	...	7	2	10	19	18	1	...	115	313	158
	Tiruppavanam	Do. do. ...	Closed.						24	...	24	...	221	375	135
	Manamadura	Do. do. ...	...	..	...	5	14	9	28	43	...	15	243	626	305
	Devipatam	Do. do. ...	...	...	...	6	8	10	24	...	24	...	139	821	61
	Melur	Do. do. ...	...	...	...	4	5	9	18	23	...	5	178	364	180
Private Results Schools.	Madura	Arumugum Pillai's School ...	...	...	...	...	...	...	24	21	3	...	168	253	85
	Do.	Mastapha Sahib's School ...	...	...	...	...	...	...	25	37	...	12	Closed.		88
	Do.	Sodalamuthu Pillay's School	...	...	...	...	...	..	35	48	...	13	180	290	110
	Tiruppavanam	Amer. Mn. Boarding School	...	...	...	...	...	...	85	26	9	...	150	1,159	209
		Total...	...	...	...	...	...	...	1,545	1,825	380	160	9,075	22,927	8,481

32. The Taluq and Results, School at Pereakulam and the Anglo-Vernacular School at Palany were examined by Mr. Marden; 6 of the Results' Schools were examined by the Deputy Inspectors, and the remaining 15 schools were examined by myself.

33. Of the Pereakulam Taluq School Mr. Marden reports favourably on every subject except the Mathematics of the fourth class, in which he notes "a considerable failure." There is another unsatisfactory feature about this school; on reference to column 4 of the foregoing table it will be seen that the strength of the classes decreases downwards, the natural order is just the reverse of what is shown at Pereakulam. In the report on the Aided School at Palany there are two or three subjects in which the results are indifferent, though generally they are denominated fair. The higher classes are very weak.

34. I examined the Dindigul Taluq School in November last, and I was not altogether satisfied with its condition. The two higher classes passed a fair examination in all subjects except Mathematics, but the lower classes were in a more or less unsatisfactory state throughout. The great falling off in numbers, no less than a decrease of 32 during the year, is not indicative of the school's popularity.

35. The Ramnad Anglo-Vernacular School of the S. P. G. did not pass a very satisfactory examination; the English Reading, Tamil Grammar, and Arithmetic were generally bad throughout the school. This school has a strong and highly paid staff of masters, and ought to produce better results. It is unfortunate that the Head Master takes so subordinate a position as he does in the teaching. I trust the new school-house will soon be completed, for the present premises are most unsuitable.

36. The Central Hindu Anglo-Vernacular School had recently been remodelled at the time of my examination. The results generally were fair except in Arithmetic, which was more or less of a failure throughout the school. In the Christian Anglo-Vernacular School at Madura the results of examination were not by any means good. A new Head Master, a Madras Graduate, had been appointed just about the time of my inspection, and I trust the school will be brought into better form by next inspection. My own impression is that schools of this class frequently fail through the adoption of too ambitious a course of studies.

37. The schools in the margin are all under native management. The results of examination were generally fair, except in Arithmetic, throughout, and in several cases in Geography. The school at Tiruppatur is of so low a standard that I am of opinion that the lower class is its proper level. The Anglo-Vernacular School at Tiruppavanam has already been struck off the list of Middle-Class Institutions by reason of its low standard and poor results at examination. The school at Devipatam was examined by the Deputy Inspector, and he says: "The third class did pretty fairly in English and Arithmetic, and the second class fairly

Sholavandan	Anglo-Vernacular School.
Tirumungalam	do.
Melur	do.
Tiruppatur	do.
Sivagunga	do.
Tiruppavanam	do.
Permagudy	do.
Manamadura	do.
Devipatam	do.

in Reading, but poorly in Arithmetic." Many of these are very poor schools, buildings unsatisfactory, attendance bad, furniture and apparatus more or less defective, and teaching indifferent in many points. The managers, as a rule, have very little conception of the duties they have undertaken, and take very little interest in the welfare of the schools they profess to manage, and the teachers have to struggle with many difficulties.

38. A comparison of the amount of grant with the number on the rolls, as shown in columns 11 and 5, will be the best test of the condition of the Results' Schools. Tried by that test the American Mission School at Tirumungalam seems the most efficient in its teaching, whilst in actual strength and amount of grant the American Mission School at Dindigul stands first, having received a grant of Rupees 662. This school educates up to the Matriculation standard, and sent up two boys to the last examination, of whom one passed. The total amount of results' grants for Middle-Class Schools for the year in the Madura District is Rupees 2,346, against Rupees 1,307 of the year before.

39. The Lower-Class Schools in the Madura Zillah, all being, with one or two exceptions, on the results' system, are 288 in number, showing an increase of 12 upon the number of the previous year. The total amount of grants for the year to this class of school is Rupees 10,052, against Rupees 5,010 of the previous year.

40. The special institution in this district is the Training Institution of the Christian Vernacular Education Society. This is a Normal School for training fifth-grade teachers, chiefly for Village Schools under the Christian Vernacular Education Society. The strength of the institution consists of 22 students supported by the Society, towards whose training a Government scholarship of Rupees 2 each per mensem is given, and of some 10 or 12 students, whose expenses are paid by the Madura American Mission Society. The annexed Table No. XIII. gives the usual particulars of this institution. The course of training usually occupies two years.

TABLE No. XIII.

1	2	3	4		5	6	7	8	9	10	11
—	Locality.	Name of Institution.	Strength of the several Classes.		No. of Pupils, March 31st, 1873	No. of Pupils, March 31st, 1872	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			2	1							
Private.	Dindigul ...	C. V. E. S. Trg. Inst.	21	13	34	32	2	...	Rs. 403	Rs. 4,909	Rs. 2,013

41. Though this institution is, strictly speaking, for training vernacular teachers of the fifth grade, a little English has recently been introduced into the curriculum of studies. I inspected it in November last, and the results were fairly creditable. 13 students were sent up to the last Teachers' Certifi-

cate Examination, and nine passed. All 13, however, have received appointments: "8 have been employed as Village School Teachers by the Madura American Mission Society, four by the Christian Vernacular Education Society, and one by the Manager of a Private School." The annual cost of each student is stated to be Rupees 123. This includes boarding, lodging, clothing, educating, and training; of the above sum, Rupees 55, or nearly half, is contributed by Government. The grant, however, of the current year will be reduced from Rupees 2,013 to Rupees 534, as the Principal has gone to England for a year, during which time his salary grant of Rupees 148½ per mensem is suspended, as also the 22 scholarships of Rupees 2. To this institution is attached a Practising School, which is of the lower class. There were 56 children on the rolls at the end of the year, and Rupees 116 had been received during the year from Government towards its support.

42. *Tinnevelly District.*—The subjoined Table No XIV. shows the numbers of the several classes of schools in the Tinnevelly Zillah at the close of the last year, as compared with the numbers of the previous year.

TABLE No. XIV.

Year.	Higher Class.	Middle Class.	Lower Class.	Special Institutions.	Total.
1871-72 ...	1	45	245	4	295
1872-73 ...	1	53	457	4	515

43. There are no Government Schools of any kind in this district, and the only institution that can lay claim to the rank of higher class is the Hindu Anglo-Vernacular School in the town of Tinnevelly, the usual details of which are given below in Table XV. The Church Mission Society's English Institution at Palamcottah and the Society for the Propagation of the Gospel Seminary at Sawyerpuram might be ranked in this class; but, as they received Government aid chiefly in their capacity of Normal Schools, they appear under the head of Special Institutions.

TABLE No. XV.

1	2	3	4						5	6	7	8	9	10	11
—	Locality.	Name of Institution.	Strength of the several Classes						No of Pupils, March 31st, 1873	No of Pupils, March 31st, 1872	Increase	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3	2	1							
Private.	Tinnevelly.	Hindu Anglo-Ver. School ...	21	18	55	72	37	36	239	212	27	...	Rs. 2,346	Rs. 4,315	Rs. 2,061

44. This is one of the most satisfactory schools in the district. It is entirely under Hindu management, and is very efficiently conducted. The Head

Master, C. Gopalakrishna Mudaliar, B.A., seems a diligent, painstaking man, and interested in his work. At my inspection in December last the results of examination were generally creditable. The numbers in attendance have necessitated a large addition to the school accommodation, I trust the managers will soon get their new building completed; they will then have a very excellent and commodious school-house. The income from fees, as shown in the adove table, pays more than half of the entire expenditure, which is a satisfactory feature. This school sent up eight students to the late Matriculation Examination, and five passed in the second class—a very respectable proportion. In this, as in all other respects, this school stands at the head of the educational institutions of the Tinnevelly District.

45. The various particulars of the Middle-Class Schools of this district are given in the annexed Table No. XVI., arranged in two sets according to circles.

TABLE No. XVI.

1	2	3	4						5	6	7	8	9	10	11
—	Locality.	Name of Institution.	Strength of several Classes.						No. of Pupils, March 31st, 1873.	No. of Pupils, March 31st, 1872.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3	2	1							
		Tinnevelly Circle.													
Private Salary Grant Day Schools.	Tinnevelly ...	C. M. S. Anglo-Ver. School.	5	38	39	21	19	27	149	143	6	...	Rs. 1,461	Rs. 3,468	Rs. 1,351
	Strivilliputhur.	Do. do. ...	..	...	3	12	11	6	32	67	...	35	576	1,832	341
	Srivigunthum	Do. do ...	...	...	8	24	11	10	53	55	...	2	154	462	198
	Sunkeraninar-covil.	Do. do. ...	...	..	.	6	4	10	20	22	...	2	27	252	128
	Palamcottah.	Do Fort School.	.	21	21	19	21	9	91	100	...	9	188	560	255
	Alwar Tinne-velly.	S P G Anglo-Ver. School.	..	...	9	12	7	5	33	36	...	3	232	712	252
	Kulasegra-patam ...	Do. do. ...	2	1	1	1	12	20	46	34	12	...	39	467	201
	Taruvai ...	Do. do. ...	..	....	..	6	15	10	61	40	21	...	30	534	252
	Tentirupathy.	Do. do. ...	...	...	5	4	3	5	17	9	8	...	66	570	252
	Tuticorin ...	Sub. Anglo-Ver. School.	...	10	15	19	32	59	135	79	56	...	345	2,020	958
	Satur ...	Anglo-Ver. School.	...	...	..	4	1	16	21	21	3	...	92	252	80
	Tachanuller ..	Do.	..	..	1	3	1	6	17	19	2	...	136	256	120
	Mudivitanan-dal.	C. M. S. Anglo-Ver. Schlol.	...	...	1	5	4	11	27	14	13	...	31	126	60
	Murappanadu.	Anglo-Ver. School.	...	....	....	7	6	8	21	20	1	...	150	300	150
Fav. Shy. Grt. Eg. Schs.	Sachiapuram.	C. M. S. Boys' Boarding School.	...	..	..	..	9	10	19	25	...	6	28	189	101
	Do.	Do. Girls' Schools.	..	...	...	..	5	14	19	28	...	9	...	78	63
	Mengnanapu-ram.	Do. Boys' Schools.	...	8	10	14	...	...	32	30	2	...	42	1,747	305
	Paunavalai ...	Do. do. ...	...	...	6	8	9	...	23	27	...	4	...	235	117
	Christianaga-ram.	S. P. G. Girls' School.	...	...	16	9	10	7	42	39	3	...	12	1,289	162

TABLE No. XVI.—(*Continued.*)

1	2	3	4						5	6	7	8	9	10	11
—	Locality.	Name of Institution.	Strength of several Classes.						No. of Pupils, March 31st, 1873	No. of Pupils, March 31st, 1872	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			6	5	4	3	2	1							
		Tinnevelly Circle.—(Continued.)													
													Rs.	Rs.	Rs.
Private Boarding and Day Results' Schools.	Nazareth ...	S. P. G. Boys' School.	...	...	...	...	...	...	73	62	11	...	129	811	322
	Do.	Do. Girls' do....	..	..	...	..	...	...	38	68	20	...	Not received		466
	Puthiamputhur ...	Do. Boys' do...	...	..	...	...	...	..	40	31	9	...	297	375	237
	Do.	Do. Girls' do....	...	...	...	...	...	...	28	25	3	...	16	333	249
	Do.	Do. Mixed Day School	...	..	...	...	...	.	30	25	5	...	60	170	110
	Tuticorin ...	Do. do. ...	...	...	...	..	...	..	50	87	...	37	60	181	61
	Subramaniapuram ...	Do. do. ...	...	...	...	...	..	...	60	25	35	...	4	230	170
	Mengnanapuram.	C. M. S. Girls' Boarding School ...	...	...	...	...	...	...	63	81	...	18	...	3,296	826
	Palamcottah..	Do. Practg School.	...	...	...	...	...	...	70	50	20	...	59	1,357	120
	Tuticorin ...	St. Xavier's do....	...	...	...	...	...	...	67	75	...	8	360	710	176
	Sivagasi ...	Anglo-Ver. do....	...	..	...	...	...	...	32	27	5	...	193	280	87
	Wattrop ...	Do.	..	..	..	...	...	...	23	17	6	...	72	138	66
	Palamcottah...	Hindu Anglo-Ver. School	...	4	8	4	4	3	23	24	...	1	198	282	84
		Shermadavi Circle.													
Private Salary Grant Day Schools.	Radapuram ...	S. P. G. Anglo-Ver.													
	Ambasamudram. ...	School	...	...	..	2	31	26	62	58	4	...	72	552	240
	Viravanullur..	Anglo-Ver. School..	...	3	11	10	12	17	53	68	...	15	517	1,029	421
	Shermadavi...	Do. do. ...	...	...	2	7	18	18							
	Vulliur ...	Do. do. ...	...	...	...	7	6	9	45	55	...	10	437	822	385
	Tenkasi ...	Do. do. ...	...	.	5	4	2	11	23	14	8	...	134	405	180
	Kadyam ...	Do do. ...	...	..	...	9	6	10	25	21	4	...	150	601	215
	Nanganery ...	Do. do. ...	...	..	4	3	7	5	25	7	18	...	215	569	240
	Vijianaryanam	Do. do. ...	..	...	..	5	5	7	19	12	7	...	96	259	128
	Kadyanulloor.	Do. do. ...	...	.	...	2	8	11	17	17	...	..	86	388	180
	Gopalasamudram ...	Do. do. ...	..	...	..	4	8	3	21	20	1	...	105	242	120
	Vikkramasingapuram ..								15	...	15	...	80	189	80
			..	...	7	4	7	9	27	25	2	...	100	200	100
			Returns not received.												
L.F.Bd. Private Results' Priv. Sly. Gt. Bg. Sch. Schools.	Surandi ...	C. M. S. Boys' Boarding School. ...	...	...	...	9	6	8	23	12	11	...	93	537	84
	Suviseshapuram.	Do. do. ...	...	...	...	7	5	5	17	20	...	3	51	219	84
	Do.	Do. Girls' do. ...	..	.	.	4	7	5	16	14	2	...	...	87	45
	Dohnavur ...	Do. Boys' do....	...	...	.	..	11	3	20	25	..	5	58	773	60
	Paupancoolam	Anglo-Ver. School.	...	...	...	..	...	...	18	...	18	...	96	174	78
	Ediengady ...	S. P. G. Boys' Boarding School ...	...	...	.	...	...	..	95	83	12	...	53	1,632	360
	Do.	Do. Girls' School	...	...	...	...	...	...	113	107	6	...	33	1,907	587
	Nullur ...	C. M. S. Boys' Boarding School ...	...	.	...	...	...	...	28	25	3	...	148	1,029	184
	Tirucunamgudy.	Chuttrum Anglo-Ver. School. ...	...	...	7	4	7	9	27	...	27	...	69	429	360
		Total ...	...	...	...	...	...	...	2,196	1,988	379	167	7,650	35,558	12,326

N.B.—Panagudy School closed, and no returns procurable.

46. Of the Church Mission Society's Salary Grant Schools named in the margin, I examined nine, the remaining five being examined by a Deputy Inspector. At Tinnevelly, the school did fairly in most subjects, as a rule, Arithmetic being one of the principal exceptions. I have observed that the Church Mission Society's School houses are generally good, substantial, commodious buildings; the one at Tinnevelly, however, is an exception to this general rule. The Tamil Church is made to do duty as a school-house, and it is not half large enough for the numbers in attendance, 149. There are other particulars in which it is unsuitable, but the want of sufficient accommodation is its chief objection. At Striviguntum, the results of examination were, as a rule, very unsatisfactory, and not less; so was the attendance. At Mengnanapuram, History and Geography were unsatisfactory, other subjects creditable. At Pannavalai, the examination results were generally satisfactory. At Surandai, general results pretty fair, but Arithmetic bad. At Suviseshapuram, results in both schools creditable, but the quantity prepared for examination insufficient. At Dohnavur, the results were generally fair. At the Palamcottah Fort School, the results were generally satisfactory, the Arithmetic of the highest class being the main exception.

Tinnevelly Anglo-Vernacular School.
Striviguntum do. do.
Mengnanapuram Boys' Boarding School.
Pannavalai do. do.
Surandai do. do.
Suviseshapuram do. do.
Do. Girls' Boarding School.
Dohnavur Boys' Boarding School.
Palamcottah Fort Day School.
Strivilliputtur Anglo-Vernacular School.
Mudivitanandal do. do.
Sankaranivarcoil do. do.
Sachiapuram Boys' Boarding School.
Do. Girls' do.

47. Of the Strivilliputtur and Sankaraninarcoil Schools, the Deputy Inspector reports somewhat favourably of the former in all subjects, except Arithmetic, which was bad. He complains of the unsatisfactory classification of the pupils. Of the latter school, he says, "the examination of the school was on the whole satisfactory." Of the Mudivitanandal School, he says, "the 5th class did satisfactorily on the whole, while the 4th class was only middling: the Arithmetic of the 3rd class was very good, and all other subjects tolerable." There are neither tables, chairs, nor benches in this school, not even a seat for the teacher, and the school-house is said to be a "miserable building." When I visited Sachiapuram, I found the schools had been placed under suspension by the Secretary to the Church Mission Society: I, therefore, could not examine them. The Deputy Inspector had examined them in the early part of the official year, and he thus reports on them:—"The two higher classes of the Boys' School answered satisfactorily, with the exception of Grammar in the 3rd class, which was bad," "the last class was poor in English Reading and Arithmetic." Of the Girls' School, he says; the 3rd class did fairly on the whole; their reading was very good. In the 2nd class, Reading and Geography were satisfactory, but Dictation and Arithmetic bad."

48. Of the Propagation of the Gospel Society's Schools given in the margin, I examined the first five. The last on the list was not examined at all, for when the Deputy Inspector visited Taruvai, he found four boys on the rolls, and only two present.

Alwar-Tinnevelly Anglo-Vernacular School.
Kulasegrapatam do. do.
Tentirupathy do. do.
Radapuram do. do.
Christianagaram Girls' Boarding School.
Taruvai Anglo-Vernacular School.

Since then it has been amalgamated with a Vernacular School at Taruvai. At Alwar-Tinnevelly, the school did not do well, except in Tamil. At Tentirupathy, all subjects were more or less fair, except Arithmetic, which was exceptionally bad. At Kulasegrapatam and Radapuram, the work brought up for examination was very limited in quantity; the latter school passed a better examination than the former, but neither is doing so well as it should do. The Girls' School at Christianagaram is, as regards standard, really a Lower-class School. I cannot understand how it comes to be placed in the Middle Class, and to draw its grant from Provincial Funds. The highest class did very indifferently, but the girls of the 2nd class acquitted themselves much better.

49. Of the 18 other schools given in the margin, I examined the first 12; the remaining 6 were examined by a Deputy Inspector. The school at Tuticorin did on the whole pretty fairly, Arithmetic, as usual, being the weak point. Better school accommodation is urgently needed here. The managers ought to provide a good school-house at once, if they wish their school to be efficiently conducted. At Satur, History and Geography were satisfactory, other subjects either poor or bad. At Ambasamudram the results, as a rule, were very unsatisfactory. The Viravanullur and Shermadavy Schools did fairly, except in Arithmetic. Kadayam and Panagudy were unsatisfactory in every respect, and their grants have been withdrawn. At Tenkasi, the language subjects were fair; all other subjects unsatisfactory. At Vulliur, History and Mathematics were very unsatisfactory; other subjects fair. At Nanganery, the results were creditable, but the attendance bad, and the classes miserably weak. At Vijianarayanan, the results were tolerably creditable. There is no school-house here, the school being held under a pandal attached to the manager's house, which is an unsatisfactory arrangement. The Hindu Anglo-Vernacular School at Palamcottah receives a salary grant of Rupees 7 from Municipal Funds. It is on a very small scale in all respects, including examination results.

Tuticorin Sub.	Anglo-Vernacular	School.
Satur	do.	do.
Ambasamudram	do.	do.
Viravanullur	do.	do.
Shermadavy	do.	do.
Vulliur	do.	do.
Tenkasi	do.	do.
Panagudy	do.	do.
Kadayam	do.	do.
Nanganery	do.	do.
Vijianarayanan	do.	do.
Palamcottah Hindu	do.	do.
Kadayanallur	do.	do.
Gopalasamudram	do.	do.
Tirucunamgudy Chuttrum	do.	do.
Tachanullur	do.	do.
Murappanadu	do.	do.
Vikramasingapuram	do.	do.

50. The Deputy Inspector reports as follows on the Gopalasamudram School:—"The results are on the whole fair; the attendance very satisfactory." He condemns the school-house as dark and incommodious. Of the Kadayanallur School, he says, "the results are on the whole fair, but the attendance is unsatisfactory." The school at Tirucunamgudy is under the management of the Local Fund Board I understand, but is supported entirely from Chuttrum Funds. The Deputy Inspector was fairly satisfied with his examination results, but condemns the attendance, about 30 per cent. of the pupils being absent at inspection. Of the Vikramasingapuram School, the Deputy Inspector says, "I found this a mere Venacular Village School, and, I therefore, recommended that its grant should be stopped." Of the

Tachanullur School, the Deputy Inspector speaks pretty favourably of the results of examination, but he says, "the school is very deficient in school apparatus, as the managers seem to take little or no interest in the school." Of the Murappanadu School, he says, "the 3rd class did fairly in English Reading, Dictation, Geography, and Indian History, and very well in Arithmetic; the next two classes acquitted themselves very well." A suitable school-house is very much wanted here.

51. Of the 21 Middle-class Results' Schools, I examined 16, the remaining 5 being examined by the Deputy Inspector. By a comparison of columns 5 and 11, the school at Mengnanapuram seems to be the most efficient, the grant averaging about Rupees 13 a-head. The total amount of Rupees assigned to Middle-class Results-Schools during the year in the district is Rupees 4,508, against Rupees 4,859 of the previous year. The highest grant, Rupees 826, goes to the Church Mission Society Girls' Boarding School at Mengnanapuram. The grants to Mission Schools generally run the highest, especially in the case of Girls' Schools.

52. There are in this district 457 schools of the lower class, one receiving salary grant from Provincial and 248 receiving salary grants from Local or Municipal Funds, and 206 Results' Schools with two Army Schools. The total amount expended in this district during the year in results' grants to Lower-Class Schools is Rupees 7,745, against Rupees 2,045 of the previous year.

53. Of these Lower-Class Schools, I examined 13 Salary Grant Schools and 19 Results' Schools. There is nothing calling for special remark regarding them, except that in many of the Mission Salary Grant Schools of this class under European management I should have expected to find more modern improvements introduced, such as black-boards, and slates and pencils, instead of cadjans and iron styles, &c.

54. I would also here express my strong conviction that *all* Lower-class Schools would work more satisfactorily on the results' system than on the salary grant system. Several of the Lower-class Schools are Girls' Schools, of which I will give fuller details towards the end of this report.

55. In this district there are four Normal or Training Schools which come under the head of Special Institutions. They are all Mission Institutions—two under the Church Mission Society, one under the Society for the Propagation of the Gospel for training schoolmasters, and one under the Church Mission Society for training schoolmistresses. Details of each institution are given in the annexed Table No. XVII.

TABLE No. XVII.

1	2	3	4							5	6	7	8	9	10	11
	Locality.	Name of Institution.	Strength of the several Classes.							Number of Pupils, March 31st, 1873.	Number of Pupils, March 31st, 1872.	Increase.	Decrease.	Amount of Fees collected.	Total Expenditure.	Net Cost to Government.
			7	6	5	4	3	2	1							
														Rs.	Rs.	Rs.
	Palamcottah...	C. M. S. Eng. Training Institution ...	29	28	30	29	26	28	17	187	163	24	...	3,159	12,508	3,782
	Do.	Do. Vernacular Training Institution	...	...	...	...	14	17	12	43	50	...	7	...	4,004	1,235
	Sawyerpuram.	S. P. G. Seminary ...	...	...	9	20	20	25	26	100	85	15	...	597	9,126	2,324
	Palamcottah...	Sarah Tucker's Training Institution.	...	...	...	24	23	21	17	85	89	...	4	...	4,022	1,127
		Total ...	29	28	39	73	83	91	72	415	387	39	11	3,756	29,660	8,418

56. I examined the Church Mission Society English Training Institution in January last. The results of examination in the higher classes were generally more or less satisfactory except in Mathematics and Arithmetic, and in these subjects the results were exceptionally bad. In the lower classes, in addition to Arithmetic, Geography and History also were unsatisfactory. This institution educates teachers for the third, fourth, and fifth grades. Nine students (Normal and others) were sent up for the Matriculation Examination of December last, and five passed in the second class, which is a creditable proportion. I observe that the "Normal students" were among the unpassed. Thirteen appeared for the fourth-grade Certificate Examination, and four passed that standard, five of the rest being found fit only for the fifth grade, and four failing entirely; and 17 went up for the fifth-grade examination, and 13 passed. These results are tolerably satisfactory on the whole, though the fourth-grade candidates seem to have acquitted themselves very indifferently.

57. This institution receives large support from Government in the form of salary grants to masters and scholarship grants to students, the amounts thus drawn during the year being Rupees 3,184½ and Rupees 547½ respectively. My own impression is that far better results ought to be shown by this school, considering the amount of money expended on it. No students have been sent out during the year as teachers.

58. The Vernacular Training Institution of the same Society I also examined in January. Teachers of the fifth grade only are trained in this school. It may, in fact, be considered as the vernacular branch of the above institution, and for my own part I cannot see the necessity for two institutions to do the work of one. The present is a very costly arrangement without any correspondent advantage. As far as I could learn, the students in this branch of the institution are regarded rather as prospective Catechists than schoolmasters, and, therefore, give more time to theological and kindred subjects than the students do in the English Institution. Although it is called

a "Vernacular Institution," English has been introduced into the curriculum of studies. The results of my examination were generally satisfactory; Arithmetic was a weak point in the highest class; and Arithmetic and English were not good in the second class. Thirteen students were sent up to the last fifth-grade Teachers' Certificate Examination, and 12 passed—a very good proportion. The number of students that have received appointments during the year is six. The receipts from Government during the past year are Rupees 414¾ salary grant and Rupees 821½ scholarship grant, making Rupees 1,235 in the aggregate.

59. I examined the Society for the Propagation of the Gospel Seminary at Sawyerpuram in March last. The results of examination were more or less creditable; the Euclid and Arithmetic were the weakest points, but still they were rather above the average of other schools. Here teachers are trained for the third, fourth, and fifth grades.

9 students appeared for the Matriculation Examination and 3 passed.
21 do. for the fourth-grade examination and 2 passed.
50 do. for the fifth do. and 17 passed.

In all 80 went up for examination and 22 passed, which is not a very satisfactory proportion. The most discreditable failure seems to have been among the fourth-grade candidates, only 2 passing out of 21. In the course of the year 15 youths from the institution have received appointments as teachers in various schools of the Society for the Propagation of the Gospel. The amount of aid received from Government is Rupees 2,324; this is all given in the form of salary grants, no scholarships being allowed to this institution, as is the case in all the other four training institutions in the division. The amount of grant approximates to one-fourth of the total expenses of the institution. It must be observed also that a fraction of the above sum goes to support the Practising School attached to the seminary. Its standard is of the lower class, and numbers 47 children.

60. In order to compare the cost and outturn of work of these Normal Schools, it will be necessary to regard the English and Vernacular Schools of the Church Mission Society as branches of one institution training third, fourth, and fifth grade teachers, as the Society for the Propagation of the Gospel Seminary does. Then the annexed Table No. XVIII. will afford the requisite materials for comparison.

TABLE No. XVIII.

Institution.	No. of Candidates passed in the three Grades of Examination.			Total yearly Cost of Institution.	Government Contribution
	Matriculation.	4th Grade.	5th Grade		
				Rs	Rs.
C. M. S. English and Vernacular Institutions	5	4	17	16,5'2	4,967
S. P. G Seminary ...	3	2	17	9,126	2,324

Thus it appears that the outturn of qualified teachers is greater for the Government money spent on it in the single insitution of the Society for the

Propagation of the Gospel than in the two institutions of the Church Mission Society; since in the latter case more than twice the money is received, and only four more teachers produced.

61. In January last I examined the Sarah Tucker Institution for training schoolmistresses. The results of my examination were, as a rule, very creditable. Sixty-nine girls were examined, 30 of whom are holders of Government scholarships of the value of Rupees 2 per mensem. For the remaining 39 girls a grant on the results' system of Rupees 407½ was assigned. This sum and Rupees 720, the scholarship grant, make up the amount of Government aid given in the year under review, viz., Rupees 1,127½. Nineteen girls were sent up to the last Teachers' Certificate Examination and 15 passed, over 75 per cent., being a very creditable ratio. It is worthy of notice that of the entire number of successful female candidates for the whole Presidency (47), 15, or nearly one-third, were from this institution. Hitherto girls have not been trained for any higher examination than the third or lowest grade; the Principal intends hereafter to educate the more promising of the students for the second-grade examination. Two students from the institution have received appointments during the year.

62. The question may fairly be raised, how far it is desirable to expend public money in giving a costly training to girls who will never become teachers? The way in which these girls are disposed of, however, to a great extent meets that question; and under the circumstances, I do not consider the Government contribution of 1,100 rupees is money thrown away; nine-tenths of these girls are the prospective wives of Catechists and schoolmasters in the service of the Church Mission Society, young village schoolmasters particularly regarding them as excellent matches; for besides the respectable dowry they receive on their marriage from the funds of the institution, they pay their own expenses by teaching in the Girls' School of the village where the husband has charge of the Boys' School.

63. The Principal has thus established 23 Girls' Schools under his trained mistresses in the towns of Palamcottah and Tinnevelly, and in several of the villages of South Tinnevelly, where Mission Schools are in operation. But it is not only Christian Schools that are thus supplied with teachers, for the Principal gave me to understand that in several cases respectable Hindus had requested him to open schools in various places for their children, one of the objections to sending their girls to school being removed by the possibility of getting well-trained mistresses instead of masters. Thus I am inclined to think that this institution is considerably helping on the cause of female education. I ought to mention that the educational training these girls receive is not hereafter to be perfectly gratuitous; their parents are to pay a fee of 8 annas a-month, I understand, towards their support, &c.

64. *Army Schools.*—There is only one Native Regiment in this division, viz., the one stationed at Palamcottah. When I visited that town, the 22nd Regiment had just left for their new station, and the 24th had not arrived, so that no schools of this class were examined during the year.

65. *Minor Wards.*—The Samatur minor, in the Coimbatore District, was examined by Mr. Marden. He was a student at the time in the Pollachy

Taluq School, and seems to have answered very poorly, getting only 61 marks out of 340. In Arithmetic he failed entirely. His conduct and attendance are spoken favourably of. I examined the Bodinaikenoor and Uddappanaikenoor minors at Madura. The former, about 14 years of age, was a pupil in the Hindu Anglo-Vernacular School at Madura. He did fairly in the several subjects of examination. At my suggestion he has been transferred to the Government Zillah School. The latter boy, also about 14 years old, had been taught in his own village by a private tutor. He passed a fair examination. He is now a pupil in the Madura Zillah School. Both these minors seem quiet well-behaved boys.

66. In Tinnevelly I examined the Maniachi, Singamputty, and Urkad minors. The Ettiapuram minor excused himself from coming in to be examined on the score of sickness. I was not at all satisfied with the first two minors mentioned. They were boys of 14 or 15 years of age, and knew next to nothing. Both of them broke down in working a Simple Division sum. They were nominally pupils at the Anglo-Vernacular Scoool at Tinnevelly, but they had been present some three or four days in six months. If all the accounts that I heard of the Singamputty minor be true, he does not seem to be of a very reputable character. The Urkad minor, about 13 years old, seemed a bright, intelligent boy; his attainments, though, were rather of an elemenary nature. In Arithmetic he had not got beyond Simple Subtraction.

67. I hope to be excused for expressing my opinion on the subject, but I think the present system of training and educating these young noblemen, who are fortunate enough to become Government Wards, is a very unsatisfactory one. The discipline and supervision under which they are placed is lax in the extreme; of mental training, they receive very little, and of moral training none whatever: they learn next to nothing of what would benefit them, and they are constantly surrounded by those who are interested in ministering to their vices and their vanity. Thus they grow up without any sense of the duties and responsibilities which are attached to their social position; and the opportunity of reforming and renovating this class of society is lost under the present system.

68. *Girls' Schools.*—Some of these schools have already been noticed in the earlier parts of this report; but, as female education in this country is an important subject, I thought fuller details on these schools would be interesting. I, therefore, give tabular details of all the Girls' Schools in this division in the order of the districts, with remarks on such as may call for them. The Lawrence Asylum Girls' School and all Mixed Schools will be omitted here. The annexed Table No. XIX. will exhibit various particulars of all the Native Girls' Schools in the 5th Division in the four districts of the Nilgiris, Coimbatore, Madura, and Tinnevelly in order.

TABLE

1	2	3	4					5	6	7
District.	Locality.	Name of School or Institution.	Strength of the Several Classes.					Total Strength of each School.	Whether Caste School or not.	Mission or Hindu School.
			5	4	3	2	1			
Neilgherries	Ootacamund ...	Tamil Girls' School	..	...	...	...	..	30	Not Caste.	Mission.
Coimbatore.	Coimbatore ...	London Mission Girls' School	..	..	..	15	35	50	Caste.	do.
	Do. ...	Roman Catholic School	..		8	10	44	62	Not Caste.	do.
Madura.	Madura	Mrs. Palmer's School	.	..	2	9	14	25	do.	do.
	Do. ...	Mutusawmy Iyer's School ...		...	...	...	...	45	Details not	
	Do. ...	Sentilatipakaruken's School	...	.				31		
	Do. ..	Mrs. Chandler's School		5	16	18	18	57	Not Caste.	Mission.
	Do. ...	Do. Caste Girls' Sch.			4	6	50	60	Caste.	do.
	Do. ...	Do. West Gate Sch.	.	3	3	7	44	57	Not Caste.	do.
	Pasumalie ...	Barnes's Women's School ...		...	9	3	3	15	do.	do.
	Madura	Hindu Girls' School ..	.	...	7	15	36	58	Caste.	Hindu.
	Dindigul	Mrs. Chester's School..		8	12	15	17	52	do.	Mission.
Tinnevelly.	Palamcottah ..	Sarah Tucker's Institution	..	24	23	21	17	85	Not Caste.	do.
	Mengnanapuram .	Elliot Tuxford School..	25	11	10	11	6	63	do.	do.
	Poothiampathur...	S. P. G. Girls' School..		10	11	4	3	28	do.	do
	Sachiapuram ...	Church Mission Society's School ...	..	...	...	9	10	19	do.	do.
	Pannikulam ...	Do. do.	..	...	...	14	13	27	do.	do.
	Pannavalai ...	Do. do.	..	28	5	5		38	do.	do.
	Nazareth... ...	S. P. G. do.	..	36	14	17	21	88	do.	do.
	Christianagaram ..	Do. do.		16	9	10	7	42	do.	do.
	Kadachapuram ..	Church Mission Society's School	17	9	5	11	23	65	do.	do.
	Christianagaram ..	S. P. G. School ...	.	6	4	6	15	31	do.	do.
	Mudaloor ...	Do. do. ..		12	11	12	49	84	do.	do.
	Mengnanapuram ..	Church Mission Society's School ..	27	14	11	14	18	84	do.	do.
	Palamcottah ...	Hindu Girls' School ..		7	10	5	14	36	Caste.	Hindu.
	Tinnevelly (I.) ...	Branch Sarah Tucker Institution	..	2	2	3	11	18	do.	Mission.
	Do. (II.) ...	Do. ..	..	8	11	6	16	42	do.	do.
	Do. (III.) ...	Do. ..	.	5	2	5	8	20	do.	do.
	Palamcottah ...	Do. ..	.	7	3	3	7	20	Not Caste.	do.

No. XIX.

8	9	10	11	12	13	14
Salary Grant or Results' Grant	Boarding or Day School.	Taught by Master or Mistress.	Whether Teacher be certificated or not.	Whether School be of Middle or Lower Class.	Whether free or paying a fee.	Remarks.
Results.	Day School.	1 master and 1 mistress	Uncertificated ..	Lower.	Free. ...	Received a grant of Rs 38.
do.	do.	2 masters and 1 mistress .	do	do.	Paying fee.	Do. of Rs } not
do	do.	3 mistresses ..	do. ..	do.	Free ..	Do. of Rs } known
do.	do.	1 master	do. .	do.	do. ...	Received a grant of Rs 50
received.						
Results.	Boarding School.	1 master and 1 mistress	Uncertificated ..	Lower.	Paying .	Received a grant of Rs 338.
do.	Day School	1 mistress .	do	do.	Partly paying ...	Do of Rs 39
do.	do.	2 mistresses .	Certificated	do	do. ..	Do. of Rs 42.
do.	do.	1 master . .	Uncertificated .	do.	Free ...	Do. of Rs 58.
Unaided.	do.	2 mistresses . .	1 Certificated	do.	do. ..	Results of examination tolerably satisfactory.
Results.	do.	1 mistress ..	Uncertificated ..	do.	Paying ...	Received a grant of Rs 172½
do.	Boarding School.	1 master and 2 mistresses . .	Certificated	Middle	...	Do of Rs 407
do.	do.	1 master and 1 mistress .. .	do. ..	do	Free ...	Do. of Rs. 826
do.	do.	1 master and 1 mistress	do. . .	do.	8 girls pay fee.	
Sal'y Grant	do.	2 mistresses .	do. ...	do.	Paying.	
Results.	do.	do.	1 Certificated ..	Lower.	do.	
do.	do.	do	1 do. .	do.	Free.	
do.	do.	1 master and 2 mistresses ...	Certificated	do.	13 pay fee.	
Salary.	do.	2 masters and 2 mistresses ..	do. ..	Middle.	20 do. ...	Results of examination pretty fair
Results.	Day School.	3 mistresses .	do. ..	Lower.	Free.	
do.	do.	1 master and 1 mistress	do. ..	do.	22 pay fee	
do.	do.	1 master and 1 mistress	do ...	do.	35 do.	
do.	do.	3 mistresses .	do. ..	do.	Free.	
Salary.	do.	2 masters	1 Certificated	do.	do. ...	Examination results only moderate
do.	do.	2 mistresses ...	1 do. .	do.	do. ..	Examination results only poor
do.	do.	2 do. ...	1 do. .	do.	do. ..	Examination results tolerably fair
do.	do.	1 mistress	1 do. ..	do.	do.	
do.	do.	1 master and 1 mistress . .	Certificated	do.	8 pay fee..	Examination results pretty fair

TABLE

1	2	3	4					5	6	7
District.	Locality.	Name of School or Institution.	Strength of the Several Classes.					Total Strength of each School.	Whether Caste School or not.	Mission or Hindu School.
			5	4	3	2	1			
Tinnevelly.—(*Continued.*)	Palamcottah ...	Branch Sarah Tucker Institution	...	5	7	9	17	38	Caste.	Mission.
	Nallamalpuram ...	Girls' School ...	...	...	...	7	15	22	Not Caste.	do.
	Sathianagaram ...	Do. ...	...	...	...	8	13	21	do.	do.
	Latchumipuram..	Do. ...	6	...	3	...	6	15	do.	do.
	Anookragapuram..	Do. ...	4	...	6	...	10	20	do.	do.
	Sivappoor ...	Do. ...	5	...	8	...	22	35	do.	do.
	Anantapuram ...	Do. ...	6	...	7	...	17	30	do.	do.
	Satianagaram ...	Do. ...	7	8	...	8	27	50	do.	do.
	Pavanasapuram ...	Do. ...	3	...	4	2	14	23	do.	do.
	Sockalingapuram..	Do. ...	...	...	3	..	17	20	do.	do.
	Southborough ...	Do. ...		13		8	11	32	do.	do.
	Pattakarai ...	Do. ...	3	4	...	8	7	22	do.	do.
	Vellalenvalie ...	Do. ...	7	...	12	14	41	74	do.	do.
	Neivalie	Do. ...	6	...	1	...	13	20	do.	do.
	Satancoolum ...	Do. ...	...	...	3	3	17	23	do.	do.
	Santapuram ...	Do. ...	4	...	3	...	17	24	do.	do.
	Dhurmanagarum..	Do. ...	4		3		13	20	do.	do.
	Nalumavadi ...	Do. ...	2	4	..	3	11	20	do.	do.
	Anbinagaram ...	Do. ...	2	...	5	...	22	29	do.	do.
	Kalunguvalie ...	Do. ...	...	...	1	..	19	20	do.	do.
	Sugunagaram ...	Do. ...	4	...	6	..	11	21	do.	do.
	Athisiapuram ...	Do. ...	...	...	...	4	18	22	do.	do.
	Strivilliputur ...	Do. ...	...	...	4	6	8	18	Caste.	do.
	Suviseshapuram...	Do. ..	..	...	4	7	5	16	Not Caste.	do.
	Ediengudy ...	S. P. G. School ...	..	35	32	23	23	113	do.	do.
	Nalloor	Church Mission Society's School ...	...	...	8	9	5	22	do.	do.
	Suviseshapuram ..	Do. ..	...	...	...	12	14	26	do.	do.
	Minachinathapuram ..	Do. ...	...	...	...	...	14	14	do.	do.
	Nallur	Do. ...	...	...	...	...	16	16	do.	do.
	Ambasamudram...	Do. ...	...	1	1	5	13	20	do.	do.
	Makudul	Do. ...	...	..	2	4	24	30	do.	do.
	Alvarneri ...	Do. ...	..	...	4	5	21	30	do.	do.
	Perpulancoolam ...	Do. ...	...	...	5	3	9	17	do.	do.
	Dovericoolam ...	Do. ...	...	...	8	5	4	17	do.	do.
	Kodangulam ...	Do. ...	...	...	...	7	24	31	do.	do.
	Sion Hill... ...	Do. ..	...	...	...	...	18	18	do.	do.
	Samaria	Do. ...	...	...	...	...	13	13	do.	do.
		Total 66 Schools.	...	...	...	..	...	2,334 Pupils.		

No. XIX.—(*Continued*)

8	9	10	11	12	13	14
Salary Grant or Results' Grant.	Boarding or Day School.	Taught by Master or Mistress.	Whether Teacher be certificated or not.	Whether School be of Middle or Lower Class.	Whether free or paying a fee.	Remarks.
Salary.	Day School.	2 mistresses ..	Certificated	Lower.	Free ...	Recently opened; results tolerable.
do.	do.	1 master ..	do. ..	do.	Paying.	
do.	do.	1 mistress	do. ...	do.	do.	
do.	do.	1 do. .	do. ..	do.	Free	
do.	do.	1 do. ..	do. .	do.	do.	
do.	do.	1 do. ..	do.	do.	do.	
do.	do.	1 do. ...	do. ...	do.	do.	
do.	do.	1 do. ..	do.	do	do.	
do.	do.	1 do. ..	do. .	do.	do.	
do.	do.	1 do. .	do. ...	do.	do.	
do.	do.	1 do. ..	do. .	do.	do.	
do.	do.	1 do. .	do. ..	do.	do.	
do.	do.	1 do. .	do.	do.	do.	
do.	do.	1 do. ..	do.	do.	do.	
do.	do.	1 do. ...	do.	do.	do.	
do.	do.	1 do. ..	do.	do.	do.	
do.	do.	1 do. ..	do. ..	do.	do.	
do.	do.	1 do. .	do. ..	do.	do.	
do.	do.	1 do. ...	do.	do.	do.	
do.	do.	1 do. .	do. .	do.	do.	
do.	do.	1 do. .	do.	do	do.	
Results.	do.	1 master . ..	Uncertificated	do.	Paying.	
do.	do.	1 mistress ...	do. ...	do.	Free.	
Salary.	Boarding School.	1 do. ..	Certificated	Middle.	Paying ...	Examination results creditable.
Results.	do.	Master and mistresses ...	do. ..	do.	Partly paying ...	Received a grant of Rs. 587.
do.	do.	Mistresses ..	do. .	Lower.	do. ...	Do. of Rs 309-4-0.
Salary.	Day School.	do. ..	do.	do.	Paying	Results of examination pretty fair.
do.	do.	do. ..	do.	do.	do.	
Results.	do	do. ..	Uncertificated ..	do.	Free ..	Received a grant of Rs 24-4-0.
do.	do.	do. ..	Certificated	do.	do.	
do.	do.	do. ..	do. ..	do.	do.	
do.	do.	do. ...	do. ..	do.	do.	
do.	do.	do. ...	do. ..	do.	do.	
do.	do.	do. ..	do.	do.	do.	
do.	do.	1 master and 1 mistress	do. ..	do.	Partly paying.	
do.	do.	Mistresses . .	do. ..	do.	Paying.	
do.	do.	Master	Uncertificated ..	do.	do.	
...	...	...	...		...	

69. In the above table there are several points of interest. Columns 8 and 5 are satisfactory in their degree. But columns 10, 11, and 13 seem to me specially interesting and encouraging. They are all indicative of a healthy growth, and are in their various aspects promising. Most so, I think, is the fact exhibited in column 13, that female education has attained sufficient vigour to bear the imposition of a schooling fee to the extent there exhibited; the two facts that so many native women are employed as teachers, and that a large majority of them are certificated schoolmistresses are unmistakeable signs of real progress, and are suggestive of an approach to the time when many of the obstacles that have hitherto impeded the advance of female education will, by degrees, be surmounted or removed.

70. Besides the 2,334 girls attending the 66 Girls' Schools mentioned above, there are 1,853 more attending the various Mixed Schools scattered throughout the division, giving an aggregate of 4,187 pupils. In many of these Mixed Schools the girls pay the same fee as the boys do.

71. *The Subordinate Inspecting Agency.*—The several Deputy Inspectors and Inspecting Schoolmasters worked fairly during the five months I had charge of the division. The chief fault I have had to find with all these officers was on their utter want of system in the conduct of their work, and on the too great tendency to consult their own ease and comfort at the expense of their duty, by spending an undue proportion of each month at their head-quarters. I expect to see considerable improvement during the current year on these points, the several officers concerned having had their attention specially directed to these matters.

72. Whilst speaking of the Sub-Inspecting Agency, I would take this opportunity of calling your attention to the limited number of Government Inspecting Schoolmasters in the Tinnevelly District. In the whole of that district there are only two of these officers, and they are employed entirely in the southern taluqs. The consequence is that the northern portion of the district is an educational desert, the schools under inspection being few and far between. At least two more Inspecting Schoolmasters are wanted in the district to be employed in the northern portion. That would give only four for the whole district, while there are five or six in other districts.

73. A question was raised in Government Orders, Nos. 38 and 90 of November 28th, and December 10th, 1872, as to how far the results' grants to pial schoolmasters induce the discontinuance of the payment of school fees. My opinion on that question was that the Government grant formed approximately about half the income of pial schoolmasters. The materials collected for my Annual Report may, perhaps, furnish a more definite answer to the question, as far as this division is concerned. There is a tolerable uniformity in the figures given in all the circles, which may be accepted as evidence of the trustworthiness of the returns. Since the question was raised by Government, I have frequently asked pial schoolmasters if their pupils paid a fee, and was invariably answered in the affirmative, the amount varying from 2 to 12 annas a month. I have then asked if it was customary for the parents of their pupils to decline paying a fee after the receipt of a results' grant, and I have as invariably been answered in the negative.

74 First, then, with regard to Middle Class Results' Schools, a reference to

Tables IX., XII., and XVI., columns 9 and 11, will show what proportion the fees and the Government grant bear to each other, and, I think, it will be seen that, on the average, my estimate was approximately correct for this class of schools. In Mission Schools the grant is more frequently found largely in excess of the fees than in Pial Schools. In the former, the amount of fees is often a paltry sum, which is supposed to be largely supplemented by charitable contributions from various sources, whilst in the latter the fees and the grant alone form the master's income.

75. With regard to Lower Class Schools, however, the total amount of fees realized, as stated in the returns, exceeds the total amount of grants in the proportion nearly of 2 to 1, as will be seen by a reference to the accompanying Table No. XX., in which the total amount of fees collected is set against the total amount of grants to Lower Class Schools in each of the six circles of the division.

TABLE NO. XX.

1	2	3	4
District.	Circle.	Total Amount of Fees paid in Lower Class Results' Schools in the year 1872-73.	Total Amount of Grants paid to Lower Class Results' Schools in the year 1871-72.
		RS.	RS.
Coimbatore ...	Southern Circle ...	20,151	5,466
	Northern do. ...	11,480	5,937
Madura ...	Madura do. ...	10,026	6,269
	Dindigul do. ...	4,749	4,063
Tinnevelly ...	Tinnevelly do. ...	5,159	5,079
	Shermadavi do. ...	2,259	2,668
	Total ...	53,824	29,482

76. From this table it appears, then, that the fees considerably exceed the Government grants in Lower Class Results' Schools, which are mainly Pial Schools; and that, though the contrary has been stated from time to time, it may be fairly inferred that the receipt of a Government grant does not, as a rule, lead to a withholding of the monthly schooling fee, but that such a practice is exceptional.

77. There is another matter which it would not be out of place to refer to here. The subjects which in this division seem to be most generally ill-taught, and which show the most unsatisfactory results at inspection, are Arithmetic and Reading. I, of course, omit penmanship, because no one professes to teach that. The reason of this failure in these two important subjects, as far as I can see, is because they are, as a rule, taught in a mechanical, unintelligent, and consequently uninteresting manner. When a teacher has got his boys to go with tolerable facility through the mechanical manipulation of figures according to certain rules or formulæ, he considers he has taught them Arithmetic; but he never dreams of making the subject an interesting one by teaching the reason and the practical application of these rules and formulæ. Consequently, when a question is given at an examination, in which a boy has to reason out the *modus operandi* for himself,

he fails completely, and the teacher explains that his boys have been taught "to work only abstract questions," *i.e.*, they could do the sum if they were only told whether to multiply or divide, whether to find the least common multiple or the greatest common measure; but, if it is left to themselves to decide, they are incapable of taking a step. This inability to work simple practical questions seems to me to explain, to a certain extent, the objection that the trading castes have to sending their boys to our schools. Boys who have been educated at our schools are not as good practical arithmeticians, accountants, and book-keepers, as those boys who pick up their knowledge in the every-day business of the shop and the market.

78. With respect to reading, again, when a teacher has got his boys to string together with a certain degree of volubility a succession of sounds according to rule, he thinks he has taught them to read; but directly a boy is asked the meaning of a word or phrase, or to express the sense of a passage in his own words, &c., he is struck dumb.

79. The remedy for this unsatisfactory state of things rests, I think, in a great measure with the inspecting officers, especially with those who come so frequently into direct intercourse with the teachers of the various schools, viz., the Deputy Inspectors. These officers, if really zealous and interested in their work, might soon effect a reformation in these matters by the character of their examinations, by suggestions and hints to the teachers, and by a variety of ways which would naturally suggest themselves to an educated man possessed of experience, and whose heart was in his work.

80. I shall conclude this report with an expression of my opinion as to the educational condition of this division. I consider that elementary and female education are making fair progress, and that the division is fairly supplied with Lower Class Schools, poorly supplied with Middle Class Schools both in number and quality, and but ill-supplied with Higher Class Schools, and is singular in not having a single institution educating beyond the Matriculation standard; in this respect contrasting very unfavourably with the two neighbouring divisions, the 4th and 6th. The accompanying table will be convenient for comparing the three Southern Divisions in this respect. I take the figures from the report of 1871-72. It must be remembered that the population of the 5th Division is nearly twice that of the 6th.

TABLE NO. XXI.

Division.	Collegiate Institutions	Higher Class Schools.	Middle Class Schools.
4th	3	11	159
5th	...	8	124
6th	2	2	57

My limited acquaintance with the division, and but temporary connexion with it, deter me from saying with confidence what might be done to place the 5th on a level with the other divisions of the Presidency, but I think that steps should be taken to secure that object, and that so desirable an object is not unattainable.

APPENDIX A.

X.

From L. GARTHWAITE, Esq., Inspector of Schools, 6th Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, Madras, dated Cannanore, 22nd May 1873, No. 540.

SIR,

I HAVE the honor to submit the annual Report for 1872-73 on the state and progress of education in the 6th Division of the Madras Presidency.

General statistics.

2. The subjoined table shows the number of schools under inspection on the 31st March last, classified according to the sources whence they are supported. For purposes of comparison, the statistics of 1871-72 are also entered. It will be observed that the number of inspected schools has risen from 288 to 413, *i.e.*, between 40 and 50 per cent.

TABLE I.

	On the 31st March 1872.	On the 31st March 1873.
Government Schools	13	15
Private Schools aided from Provincial Funds	22	23
Private Schools eligible to be so aided, but that have not received a grant during the year	3	3
Local Fund and Municipal Schools	58	67
Private Schools aided from Local or Municipal Funds ...	161	212
Private Schools eligible to be so aided, but that have not received a grant during the year	31	93
Total ...	288	413

I may remark that the increase of Government Schools may be put down, as owing to the establishment at Calicut of a new Government Normal School and Practising Branch; the Cannanore Government Normal School having been broken up in June 1872, whereupon the Zillah School Branch was transferred to Tellicherry, in order that the Brennen Trust might be duly carried out, while a Government Anglo-Vernacular School was established at Cannanore, so as to prevent any imputation on Government of neglecting the pledges made when a large subscription was raised to build a shcool-house.

3. Table II. classifies the schools according to the standard of instruction and shows the attendance. The number of pupils under inspection has increased, it will be seen, from 13,949 to 20,007, *i.e.*, between 40 and 50 per cent.

TABLE II.

Description of Schools.		1871-72.		1872-73.		INCREASE.		DECREASE.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Colleges ...	(Government) ...	2	576	2	487	...	...	...	89
Higher Class Schools.	1. Government	1	75	1	188	...	113	...	...
	2. Local Fund Union Schools.	1	154	1	163	...	9	...	...
Middle Class Schools.	1. Government... ...	8	407	10	595	2*	188	...	...
	2. Local Fund Union Schools.	31	1,414	36	1,945	5†	531	...	...
	3. Municipal	1	143	3	190	2‡	47	...	...
	4. Other...	17	1,541	19	1,877	2	276	...	...
Lower Class Schools.	1. Local Fund Union Schools	25	769	27	823	2	54	...	...
	2. Indigenous Schools...	161	7,372	269	11,867	108	4,495	...	...
	3. Other Private Schools	25	666	31	1,061	6	395	...	...
Female Schools	1. Middle Class... ...	8	607	7	649	...	42	1	...
	2. Lower Class... ...	6	173	5	181	...	8	1	...
Normal Schools	(Government) ...	2	52	2	41	...	...	...	11
	Total ...	288	13,949	418	20,007	127	6,158	2	100

4. These tables show, as regards the number of schools, that, notwithstanding the recent changes, the number of Higher Class Schools has maintained itself. The number of Middle Class Schools shows a net increase of 10—all of a good stamp, and likely to be permanent. In the number of Lower Class Schools there has been a net increase of 115 schools, nearly all in Malabar. Of this number, 2 are Union Schools ; 26 are Mappila Schools, brought under inspection under the new scheme for the extension of education among the Mahomedan inhabitants of Malabar; 74 are Result Grant Ordinary Indigenous Schools: the increase in the number of these last is partly owing to two more taluqs in Malabar having been provided with inspecting schoolmasters, partly to the former inspecting schoolmasters of other taluqs having been superseded by more active men. Some of these new schools may fall off, but the greater part of the increase is likely to be permanent, provided grants are forthcoming from the Local Funds. The changes in the Indigenous School list during the year are given in Table III. (*see* after para. 5). The net increase in schools of all kinds is 125.

5. As regards the number of scholars, the net increase has been 6,058. The net increase of higher class pupils is 33. 1,084 is the net increase at Middle Class Schools—an increase partly owing to the establishment of new Middle Class Schools, partly to a better attendance at those previously existing, and partly (to some small extent) to some Lower Class Schools having succeeded in attaining a higher standard. The increase in the attendance at Lower Class Schools is nearly all due to the schools newly brought under inspection. The decrease in the number of Normal Scholars

* At Cannanore and Calicut. † 3 in Malabar and 2 in Canara. ‡ At Calicut.

is due to the restriction placed upon admissions to the Mangalore Normal School, the Canara Local Funds Board having decided not to establish any new schools during the year.

6. The subjoined Table III. exhibits the changes in Lower Class Schools during the year.

TABLE III.

—	LOWER CLASS SCHOOLS.								
	MALABAR.			CANARA.			TOTAL.		
	Indigenous.	Other.	Total.	Indigenous.	Other.	Total.	Indigenous.	Other.	Total.
Closed or transferred to Middle Class ...	(a)26	3	29	*11	5	16	37	8	(b)45
Opened or transferred from Middle Class ...	143	6	149	8	5	13	151	11	(c)162

It will be observed that of the schools actually closed, the proportion is greater in Canara; of schools actually opened, the greatest number is in Malabar. The backwardness in education of the first-named district will be gathered from the subjoined table.

TABLE IV.

District.	Area in Square Miles.	Population.	LOWER CLASS.		ABOVE LOWER CLASS.		TOTAL.	
			Schools.	Scholars	Schools.	Scholars	Schools.	Scholars
Canara	4,203	915,803	61	1,778	26	1,763	87	3,541
Malabar	6,260	2,245,692	271	12,151	55	4,312	326	16,466
Total ...	10,463	3,161,495	332	13,932	81	6,075	413	20,007

The small proportion (·007) of the population of Canara (915,803) that receives instruction is striking, still more so is the comparative absence of elementary instruction shown by the fact that only 1,778 are at Elementary Schools. As regards existing schools in Canara, if the local authorities and

(a) Actually closed.

(b) 38 actually closed, 7 transferred to Middle Class.

(c) 157 actually opened, 5 transferred to Lower Class.

* Closed for want of support 2
Withdrawn from inspection, the teachers being too old to be improved. 2
Closed for fear of taxation 2
Closed for other causes 5
Total ... 11

magnates on the Union Committees would but take more interest in the schools, much might be done to increase the attendance without any increased expense. But to do even relatively as much for elementary education as is done in Malabar, more schools would have to be established. It will be noticed there are in Canara only 61 Lower Class Schools, whereas to have as many relatively to the population as Malabar, there should be nearly 130. More schools would require increased expenditure. To this the poverty of the Local Funds Board has opposed apparently insuperable obstacles. And matters appear likely to become in this respect worse instead of better, as the abolition of the house-tax, which took the place of the old "Rate" of Act VI. of 1863, will leave the Board still poorer. For the "one-third collection" to be transferred from roads to schools will in Canara be *nil*, as the Board was unable to make any appropriation *to* the Road Fund, and hence there is nothing to be transferred *from* it. Up to this time the Board's expenditure on elementary education has been within £700 a year. But I fear it will be less in future, unless additional revenue can be provided. The Local Fund Middle Class Schools in Canara are, with one or two exceptions, those started under Act VI. of 1863, and cannot be closed without serious injury to the cause of education. Government has at a stroke swept away the income of these schools, and how they are to be supported it is itself a difficult problem.

TABLE V.

District.	College Classes.	Sixth or Matriculation Class.	Fifth.	Fourth.	Third.	Second.	First.	Total.
Malabar ...	32	120	296	778	889	1,170	1,307	4,592
Canara	19	50	104	335	411	516	738	2,173
Total ...	51	170	400	1,113	1,300	1,686	2,045	6,765

Higher education.

7. In Table V. is given the number of scholars studying in the different classes of all schools above the rank of Village Schools; the classification adopted is that of the Government Order of June 27th of 1871. I have borrowed the idea from the last Annual Report (1871-72) on the Presidency Division. If the statistics of that report (*see* foot-note*) be compared with those in the table, and allowance be made for the far greater educational advantages the Presidency Division has enjoyed, and the much longer time education has been at work there, the 6th Division must be deemed to occupy a not unsatisfactory position. The Higher Class Schools of the division, if

*3rd Division.	College Classes.	Sixth or Matriculation Class.	Fifth	Fourth.	Third.	Second.	First.	Total
Total ...	114	361	1,095	1,831	3,076	3,444	4,992	15,213

regarded simply as machinery for furnishing under-graduates, must be acknowledged to be working successfully. For instance, the 6th Division was the only one, besides those that include the Presidency and Combaconum, respectively, that passed any men for this year's F.A*. And, no doubt, the pupils in the Collegiate classes and to a certain extent in the Matriculation classes are not merely "crammed to pass," but also to a certain extent receive some real education. How much is most fairly judged by comparing the Canarese or Malayali under-graduate with his uneducated fellow caste men. Absolutely, however, the average under-graduate does not represent in a favourable light the education he has received. His knowledge is superficial, and his ideas few and crude. The superficiality may, perhaps, be traceable to the lowness of the minimum exacted by the University, and the want of ideas to the system of specifying annually one or two books as the subjects of examination in language—a system which, to say the least, does not encourage general reading. Too many under-graduates leave school, not only without that general reading from which they might gather ideas, but what is more serious—often without the power to read and enjoy any English book, except those they have gone over with their teacher. To give that power—the power without which there can be no general reading—should be one of the principal objects of the school course.

*Division.	Number passed for F.A.
First	...
Second	...
Third	29
Fourth	19
Fifth	...
Sixth	8

8. In my last Annual Report I ventured to express an opinion that the course of studies and the system of instruction in Government Schools should be brought more into accordance with the principles of education acknowledged in all enlightened countries. But even pending such a re-organization, something could be done to turn out more intelligent and better-informed under-graduates. First, there could be better teaching in the classes from which they come up to the Matriculation class. After my last inspection, at each of the Provincial Schools, steps were taken to effect improvement in that respect, and the supervision of the lower classes, which forms one of the most important of a Head Master's duties, is now more effectively exercised. Secondly, the department could and should have a higher standard for the teachers of these lower classes, for until better teachers are employed, the teaching, spite of all supervision, must to a great extent remain what it has long been—unintelligent, uninteresting, and productive of but little sound result. Better teachers, of course, means higher salaries, but higher salaries might be made available without additional expense. At present each lower class generally consists of two or three sections, each having its own teacher. If there were weeded out from these sections the irregular pupils, the idle and the incompetent, there would not remain more than would form one large class which a single skilled teacher would easily manage. To remunerate his services, the aggregate of the salaries of the two or three ill-paid (and incompetent) men would be available. Under this system the lower classes would for

a time have slightly smaller numbers. But this falling off of the numbers in the lower classes would in time be compensated by a larger attendance in the higher classes.

TABLE VI-A.

Government, Salary Grant, and Union Middle Class Schools.

—	Number of Schools.	Number of Pupils studying the Subjects prescribed for the				
		5th Class of a Taluq School.	4th Class of a Taluq School.	3rd Class of a Taluq School.	2nd Class of a Taluq School.	1st Class of a Taluq School.
Schools, the highest class of which is equal to the 5th class of a Taluq School	7	87	91	127	121	172
Do. 4th class do. ...	29	...	434	532	452	599
Do. 3rd do. do. ...	13	...	...	111	157	130
Do. 2nd do. do. ...	5	...	...	...	64	101
Total ...	54	87	525	770	794	1,002

TABLE VI-B.

Result Grant Middle Class Schools.

—	Number of Schools.	Number of Pupils studying the Subjects prescribed for the				
		4th Class of a Taluq School.	3rd Class of a Taluq School.	2nd Class of a Taluq School.	1st Class of a Taluq School.	Below the 1st Class.
Malabar.						
Schools, the highest class of which is equal to the 4th class of a Taluq School.	5	115	84	104	115	147
Do. 3rd class do. do. ...	9	...	173	154	206	822
Canara.						
Schools, the highest class of which is equal to the 4th class of a Taluq School.	2	35	23	31	56	49
Do. 3rd class do. do. ...	5	...	56	54	65	116
Total ...	21	150	336	343	442	634

Middle class education.

9. Tables VI-A. and B. afford material for judging of the standard of instruction in theMiddle Class Schools in the division. I have not made a comparison with the similar tables of last year, which, as explained at the time, were founded on information more or less imperfect. But as far as I can judge, there has been progress, although the schools of this class still continue weak, chiefly owing to the Higher Class Schools not supplying better men as teachers. I hope, however, to see better things. Apparently, during the two years that I was absent, there was little systematic effort to improve the Middle Class Schools. During

the past year, however, various measures have been adopted to that end. (1) The attendance, the diminution in which had, during the years referred to, been left unchecked, has in a large proportion of schools been raised. (2) Two wholesome customs have been revived—one, that of furnishing each Head Master with a copy of the report in his school, and also with written suggestions pointing out the defects, and the way to remedy them; the other, that of holding monthly written examinations, the papers being forwarded to the Deputy Inspector for his perusal. (3) I have impressed on the Deputy Inspectors that their duty in relation to these schools is not so much to inspect and report, as to organize and improve, and in place of reports full of barren criticisms by each Deputy Inspector, there is now furnished a weekly diary showing what he has done for the removal of the defects pointed out, and for the carrying out of the suggestions given. (4) Both the Deputy Inspectors and myself occasionally hear the teaching, and give lessons which may serve as models. With such teachers as these schools now have this is an important part of the duty of an inspecting officer. It is to be regretted that there is but little time for it. By these and other means the teachers are, I hope, being led to give better instruction. But progress in this direction is very slow.

10. I have lately had an opportunity of reviving my impressions of the Middle-Class Schools on the Eastern Coast and comparing them with those here, while the schools of the Tamil country work up to sources of appropriate subsidiary information. There should be graduated series of such books for English, for the Vernacular, for Arithmetic, for Geography, and for History. With such books, with effective supervision by the Head Master, and such inspection as I have mentioned above, some improvement might be effected in Middle-Class Schools, even with the teachers we have.

TABLE VII.

Districts.	Taluqs.	1871-72.				1872-73.			
		Schools.	Pupils.	Grant.		Schools	Pupils.	Grant.	
				Rs.	A.			Rs.	A.
Malabar ...	Chirakkal	37	2,341	3,178	4	47	2,675	3,178	13
	Kottayam	20	1,130	1,501	8	34	2,022	2,319	0
	Kurumbranad ...	32	1,315	1,805	4	50	2,368	3,165	4
	Calicut	10	458	648	8	35	1,123	661	14
	Ernad	...	...	...	...	6	192	55	0
	Palghaut	28	1,091	1,481	12	49	1,670	1,850	4
	Walluvanad... ...	6	158	234	4	3	125	93	12
	Ponnani	9	343	427	8	32	1,186	316	0
	Cochin	2	51	90	0	2	80	...	...
	Total ...	144	6,887	9,370	0	258	11,741	12,239	15
South Canara.	Mangalore	33	1,167	1,277	0	37	1,091	1,307	0
	Udipi	12	240	703	8	10	277	296	4
	Kasragodo	3	56	...*	...	...	...	...	...
	Total ...	48	1,453	1,980	8	47	1,368	1,603	4
	Grand Total ...	192	8,340	11,350	8	305	13,109	13,843	3

Result Grants.

Table VII. shows the number, attendance, and grants during the year of the Result Grant Lower-Class Schools;* these are mostly indigenous. Many of these schools that had pupils for the fourth standard last year were not able within a twelve month to bring on that year's third-standard pupils to the fourth standard, and there is a number of schools newly brought under inspection which have as yet brought up their pupils for examination in only the lower standards. Hence, though the gross grant is larger, the grant for each school is smaller than before. I have reason to think, also, that since my return the examination has been somewhat more severe. There seems to have been a sort of uneasy surprise at the largeness in former years of the average grant per school in the 6th Division, so that its diminution may not be unfavorably regarded; but I think that, as the payments on the present system are a measure of the result, a high average per school is cause to somewhat more of mechanical dexterity, so to speak, and the schools here appeal a little more to the intelligence, in both the teaching is more or less of a set dry, unattractive character, and does not produce half the solid result it should. The teachers have never studied a great many things they ought to know; have only half understood or wholly misunderstood a good deal of what they have studied; and even as to what they do understand are but little able to discriminate what should be made of importance in teaching and what not. Hence the diffusion of much "useless knowledge." Unskilled and apathetic, these teachers prefer merely to assume that their pupils understand and remember, rather than undergo the drudgery of actually ascertaining that they do. Destitute of general knowledge, they have no subsidiary information to lend interest to the dry bones of the class book. Hence, deducting for the time spent over useless knowledge, over what is never understood, and over what is allowed to be quickly forgotten, six or seven years at school does not give a boy more useful knowledge than might have been communicated to him in three. Not only so, but the teaching is so utterly dull and wearisome that the wonder is not that so few, but that many boys can be got to endure six or seven years of it. Till well-informed and skilful teachers are available, little improvement can be looked for in the instruction. Still something might be done by books adapted to the present state of things, books for the pupils well arranged and divided into systematic lessons, and by corresponding books for the teachers, giving, with each lesson, suggestions on the best way of teaching it, showing its connexion with previous knowledge, pointing out what should be dwelt on for recapitulation, and indicating sources cause for congratulation. However, the comparatively high grant *per school* in the 6th Division may be easily accounted for. Since the introduction of the result grants, I have ever avoided recommending the sanction of salary grants. Hence many important Middle-Class Schools, such as those of the Christian Brothers and German Mission, receive only result grants.

At such schools large grants are earned, and hence the average becomes

* Table XII. exhibiting the same particulars for Result Grant Middle-Class Schools will be found towards the end of this report.

much higher than in divisions where only Pial Schools come under the result system. And it will be seen from Colonel Macdonald's own tables* that the schools in the 6th Division have a larger attendance† than those in the others, and, of course, naturally get a larger grant. In the average grant *per pupil* there is not so much difference between the 6th and the other divisions.

12. Colonel Macdonald in last year's report (p. 66) calls attention to the falling off in other respects of the Result's Grant Schools in this division during the previous two years, and says that I offer no explanation. As that falling off was during the two years of my absence, and my report had to be written before I had seen the schools again, my silence was easily to be accounted for. So, too, was the "falling off," if it merely be remembered that, in general, he who comes to carry out the schemes of another will not feel the same interest in them as their originator, and that general ability will not entirely counteract the want of local knowledge. What has been achieved since my return will, I think, be sufficient to show that had I remained there might have been no falling off to explain. I may remark, in conclusion, that two years also during which the Inspecting Schoolmaster referred to by Colonel Macdonald carried on his depredations were put the two years I was away.

13. Table VIII. shows the number of Result Grant Schools that have reached the several standards. A respectable proportion have reached the third standard, but to keep up their schools steadily to the fourth standard is beyond the ability of most of the schoolmasters.

TABLE VIII.

MALABAR.		CANARA.	
No. of Schools.	Standard under which passed.	No. of Schools.	Standard under which passed.
38	I.	1	I.
51	I. and II.	13	I. and II
69	I., II., and III.	1	I. and III.
13	I., II.,III., and IV	18	I.. II., and III.
1	I , II., and IV.	3	I., II., III., & IV.
1	I. and III.	1	II. and III
173	Total.	37	Total.

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* Divisions.	Average attendance at each Result Grant School.
First...	33
Second	22
Third...	28
Fourth	28
Fifth	26
Sixth	45

See p. 66 of the Report on Public Instruction in the Madras Presidency, 1871-72.

† This applies even to the Indigenous Schools, many of which have an attendance of between 100 and 200.

Table IX. shows the number of scholars passed under different standards.

TABLE IX.

MALABAR.				
I. Standard.	II. Standard.	III. Standard.	IV. Standard.	Total.
1,832	1,021	446	116	3,415
SOUTH CANARA.				
207	143	84	21	455
2,049	1,164	530	137	3,870

The remarks I made in last year's report on the similar table will apply again. The scheme I drew up for the improvement of these schools was approved of by the Malabar Boards, but sanction of Government to the increased expenditure it would involve has not yet been received. It included the training of the teachers, the erection of suitable school-houses, and a small stipend (in addition to the result grants) to the trained teachers.

TABLE X.

Standards.	MALABAR.			CANARA.			TOTAL.		
	Number of Pupils passed in								
	Reading only.	Reading & Writing together.	Reading, Writing, & Arithmetic.	Reading only.	Reading & Writing together.	Reading, Writing, & Arithmetic.	Reading.	Reading & Writing together.	Reading, Writing, & Arithmetic.
I.	17	114	1,752	1	31	106	18	145	1,858
II.	11	118	845	7	24	85	18	142	930
III	6	70	872	4	33	62	10	103	434
IV.... ...	1	75	106	1	60	22	2	135	128
Total ...	35	377	3,075	13	148	275	48	525	3,350
Total for 1871-72 ...	24	264	1,859	47	220	391	71	484	2,250

14. The proportion passed in the three more important subjects shows solid progress. The table also exhibits in another form how backward Canara is as regards elementary education, but, as I have before remarked, want of the necessary funds alone prevents Canara doing relatively as well as Malabar.

Elementary Education.

15. The Lower-Class Schools are mostly of two classes, the "Elementary Schools" of the Local Fund Boards and the "Indigenous Village Schools." There are, however, several Mission Lower-Class Schools. The Elementary Schools of the Boards teach Vernacular Reading and Writing, Arithmetic, the Outlines of Geography, and in some schools a little English. The standard is so low that fourth-grade or even fifth-grade men, if at all skilful as teachers, suffice for the work to be done. I have seen most of these schools during the year, and have been favorably impressed by most of them. I found, however, a tendency to rest content with the mechanical acquirement of reading, slurring over the

meaning and subject-matter; so, too, in Arithmetic teach merely the mechanical operations. I noticed also an inclination to push forward English at the expense of other studies. These tendencies I have to some extent checked, and the majority of the schools may now be said to be working fairly. The attendance at these schools is generally pretty good, but nothing like what it would be if the bulk of the inhabitants sent their children. In Canara these schools meet a want of the people, for there are but few Indigenous Schools there. But in Malabar the Indigenous Schools supply vernacular education of a more popular kind than that we offer, and where a school is desired it is a Middle-Class School—a school at which to learn English—that is looked for. Nevertheless, I do not object to a few Union "Elementary Schools" in Malabar; they will, if judiciously conducted, be useful as models for the Indigenous Schools. Of these latter, there are now a large number under inspection. They are most numerous in Malabar. I am not able to record much progress in the instruction at these schools. It was only during the last half of the year that I was able to visit them, and there has not yet been time to do much for their improvement. The Calicut Local Fund. Board, however, at my instance, took into favorable consideration a proposal for a training school for indigenous schoolmasters, and the establishment of such a school at Palghaut has been provided for in their Budget for 1873-74. This is, however, a measure of the future. As for the indigenous schools themselves, comparing what I have seen of them now with what I remember of them before I went home, I am inclined to think that during my absence they either retrograded or remained stationary. Improvement in them depends much on the Inspecting Schoolmasters, some of whom now in office require to be changed for more active and intelligent men. In these schools also, I would remark, a good deal might be done by the introduction of books specially suited to the circumstances. Even now it is something that at these schools a large number of children learn to read and write, and thus have at least the key of knowledge put into their possession, and that this much improvement has been effected, viz., that they now learn to read with more or less of intelligence; that the subject-matter of their books is now something useful and interesting; and that the elements of Arithmetic and of Geography have been added to the curriculum. I may notice, in leaving this subject, that the study of Sanskrit, after a most unscientific fashion, still prevails in these schools, being imperatively demanded by the parents. If it were recognized by the Result Grant Rules, and its study systematized and confined to the highest class, the schools might be further improved, less of the children's time would be wasted, and the education given under our auspices would not only more meet the popular wish, but would to some small extent be a better education. I would allow *either* English or Sanskrit to be taken as the second language under Standards III. and IV., but not both.

16. A striking feature in the history of lower-class education in Malabar this year has been the carrying out a plan to bring under inspection the Mappila Schools, of which there is one attached to every mosque. These at present are scarcely worthy of the name of school; the children learn nothing except to read the Quran without understanding it. I had long

meditated getting these schools under inspection, and having the rudiments of a real education taught in them; but my going home interrupted my plans, and during my absence nothing was done. On my return I, at my own expense, made some experiments in this direction, and found that liberal pecuniary treatment was quite sufficient to overcome the prejudices of the Mappilas as regards vernacular education, though they still objected to English. As vernacular education, not English, was my object, this sufficed. I accordingly arranged a scheme which I submitted to you and to the Collector as President of the Local Fund Board. By this scheme more favorable result grant rules were permitted for Mappila Schools, and special Inspecting Schoolmasters of their own faith were appointed to organize their schools. A system similar to that which has been successful in the Hindu Schools of Malabar has thus been begun among the Mappilas, and there are reasonable grounds for hoping that, if it is judiciously carried out so as neither to disappoint the expectations of the Mappila Schoolmasters nor to offend the religious prejudices of the Mappila parents, this fanatical race will begin *ingenuas discere artes*, of the emollient effect of which their manners have often shown themselves in urgent need. There are now 26 Mappila Schools under inspection with 928 scholars.

TABLE XI.

Districts.	NATION.							LANGUAGE STUDYING.						REMARKS.
	Europeans.	East Indians.	Native Christians.	Hindus.	Mahomedans.	Parsees.	Total.	English.	Malayalum.	Tamil.	Canarese.	Tulu.	Arabic.	
Malabar ...	30	224	367	1,081	56	8	1,776	355	1,468	36	...	...	56	The number of schools for girls only and the attendance thereat is as follows:—
Canara ...	....	20	289	73	..	2	384	129	14	...	244	55	...	
Total ...	30	244	676	1,154	56	10	2,160	484	1,482	36	244	55	56	

Districts.	Schools.	Attendance.
Malabar ...	6	524
Canara ...	6	306
Total ...	12	830

17. Table XI. shows the state of the division as regards female education. Of the total number, 1,252 are at mixed schools (indigenous) in Malabar, chiefly in the North. The education given at the Mixed Schools is of the same as that given at schools wholly for boys, and they have no female teachers. I should be glad to see more girls' schools or more female teachers. Meanwhile the fact is encouraging that there are in all 2,160 girls* at schools in

Female Education.

* The 6th occupies a good third place among the divisions as to the number of girls at schools, the 3rd Division (which includes the Presidency) standing first, and the 5th Division, with its great Christian population in Tinnevelly, second. It may be mentioned that scarcely any of these girls (none, I think, in Malabar) are of the courtesan caste.

this division. The proportion (between $\frac{1}{7}$ and $\frac{1}{8}$) that represents female pupils in Canara is another proof of the backward educational state of Canara. This is not because there is no demand there for female education On the contrary, as I brought to notice last year, there is a decided demand for female education in Canara. The Saraswat Brahmins and the Konkani Roman Catholics—the two great classes that there divides the Court and Cutcherries between them—both wish to have their girls educated, but they object to male teachers. The difficulty is how to obtain qualified female teachers. Native females marry very young, and after they are married custom does not allow them to have work other than their domestic avocations, which, however, fully occupy them. Hence the girls' schools do not as yet grow their own teachers like the boys' schools are now beginning to do. A way out of the difficulty has not yet suggested itself.

Normal Schools.

18. The year has been productive of various changes in the Normal Schools of the division. The Cannanore Normal School, the oldest, and one time the only Normal School in the division, ceased to exist in May last. During the previous two or three years the attendance had been declining, and the Normal Students were complained of as worse and worse teachers This latter result may be attributed partly to the supply being inferior, and partly to the fact that the professional training of the students had been subordinated to other objects, so much so that the teaching given by the later batches of students, judging from what I saw in my tours of inspection, afforded little grounds for inferring that they had ever been trained at all. The necessity which arose at the end of last year of providing a Higher-Class School for Tellicherry suggested the plan of breaking up the compound Zillah and Normal School at Cannanore, and transferring the latter branch to Calicut, where, it was hoped, a better class of students would be obtainable. This plan received the sanction of Government, and was carried out in June last. I obtained your permission to organize the Calicut Normal School on a new system.* On this new system professional training, so long so completely subordinated to general education as almost to have been lost sight of, as the sole function of the school. Formerly there was but one important difference between a Normal School and a Higher-Class School of the ordinary kind. The lessons were the same, the students received the same general education and passed the same University Examination. But the ordinary school boy had to pay a fee, while the Normal Student received a stipend, the only drawback being that he had to bind himself to serve five years in the Educational Department; the object of both, however, was the same—to pass the Matriculation or F. A. Examination as soon as possible. In either school it was found that to secure the attainment of this object gave ample employment to the time and energies of those concerned. Hence the professional training of the student had no chance till the examination was passed, and after that the student's training was supposed to be nearly at an end Under this system the Normal Student got some lessons in the

* The Madras Normal School was subsequently re-organized on similar principles.

24. *Tellicherry.*—The schools sanctioned last year were not opened. This Municipality does not seem to realize its duties with regard to education.

25. *Calicut.*—Two Middle-Class Schools have been opened—one at Panniamkara, and the other at Valayanad. The attendance in both these schools poor; the master of the former school is incompetent, and the latter inexperienced.

26. *Cochin.*—This Municipality has not yet set up any schools, but the establishment has been sanctioned of a good Middle Class School which, once set going, will, I think, prove of importance. The school has not been opened yet, owing to the difficulty of obtaining a suitable Head Master.

Educational wants.

27. Many of the educational wants of the division have been already touched upon; for instance, the want of good teachers, the want of good school-books, and the want of Training Schools for the masters of Indigenous Schools, &c. The want of books is felt both as regards English books and Vernacular ones. English school-books are abundant, although not adapted to the circumstances of the country; but of Vernacular school-books there are very few Even in Canarese a good deal still requires to be done in this direction, while in Malayalum there are scarcely any books useful for schools, except those that I have made myself. I am still doing something in the way of preparing school-books, but the number of school examinations to be got through is now so great that I can find little time for other work, and I scarcely know where to look for assistance. Those who have sufficient command of the language have not the practical experience necessary to make a good school-book, and those who have the latter have not the former. I should be glad if I could be to some extent, and for a short time, set free for the preparation of at least the most necessary works, such as elementary arithmetics, grammars, reading-books, geographies, and maps. There are now a large and increasing number of Vernacular Schools in the division, but no books adapted to them, except one or two reading-books, and (in Canarese only) an arithmetic—all made by me.

28. But there is another very serious consideration as to books. We have entered upon a course, which in less than the life-time of generation seems likely to enable every one in the two provinces to at least read. We have given them the key, but the receptacle it unlocks is empty. When these people have learned to read, what is there for them to read? In Canarese, principally by the exertions of the Mysore and Bombay Governments, some beginning is being made in furnishing books that will supply reading for adults. But in Malayalum, with the exception of few school-books and the usual tracts, and such like publications of the Missionaries, there are really no books, except the Puranas, Shastras, Bharata, Ramayana, and so on. Even these in Malayalum are very limited in number, and surely this is not the kind of reading we desire to encourage. It is time that Government should consider this question, or, after immense sums of money have been spent in teaching the people to read, there is danger that they will forget the art for lack of practice. Is not Government mistaking the mere ability to read for instruction, losing sight of the fact that it is what a man reads that instructs him? I lately addressed a letter to the Basle Missionaries, on the subject of the creation of a pure and interesting secular literature in

Malayalum, and my letter was read in their conference; but in their reply, they wish to be informed what Government purposes to do in this direction. I should be glad to be informed on that point myself.

29. I might mention under the head of wants the urgent necessity of an additional Deputy Inspector for Malabar, where two large circles, with 16,000 scholars, have to be looked after by one Deputy Inspector; but this already has had your favourable consideration. If I have no further assistance this year than what I now have, it will not be possible to inspect all the schools.

30. The injurious effect of the new high rate of fees upon the middle-class education of those schools in this division, in which it is enforced, calls urgently, I think, for a partial retracement of the step taken. The object of Government is not to discourage middle-class education, but to make it tend towards self-support. If a high rate of fee debars from middle-class education a large number who would, at a more moderate fee, gladly avail themselves of it, if it by so doing makes the income of the school actually smaller than it would be with lower fees, it becomes a question whether the maxims we are applying to the case are sound ones. Prices may be raised so high as to reduce the demand to a point that leaves even the highest price unremunerative. As I have pointed out elsewhere, 30 boys in a class, at 6 annas each, will bring in more than 10 at a rupee, and cost Government no more for teachers, while the school is likely to be a better one.

31. While on the subject of the attendance in Taluq Schools, it occurs to me to mention that I do not wish to be considered one of those who, in the words of Colonel Macdonald's report of last year, consider "our Taluq Schools to have been all doing a mistake." They have in this division, spite of numerous disadvantages, done their work fairly on the whole, and had it not been for the example set by them, I question whether there would in Malabar and Canara have been outside of the large towns any middle-class education at all. What is wanted in regard to the Taluq Schools is not to sweep them away, but to lower the fee. If this be done, and care taken to supply them with well-trained teachers, the attendance will increase, and they will serve as useful models for the Local Fund Schools. In Colonel Macdonald's opinion, as to the want for these schools of an examination like the Cambridge and Oxford Local Examinations, I quite concur. The General Test of the Uncovenanted Civil Service Examination does not meet the case, inasmuch as none are admitted to it below the age of 16.

32. I must not conclude on the head of "wants" without noticing that the most urgent want in both districts of this division is likely to be want of money. Government has swept away the house-tax that supplied the funds to maintain, first, the Middle Class Schools formerly supported by their own local rates; secondly, the Elementary Schools, both result grant and union. Take now the case of Calicut Circle (and in the other two circles it is much the same), even the whole of the "one-third collections" would not meet the educational expenses, and it seems probable that the Local Funds Board will not have much more than enough to meet half their

present expenses. Where is the other half to come from? The result grant system has been at work for years, and there are now a large number of schoolmasters, whose livelihood depends upon faith, being kept with them as to the hopes held out to them of grants. Nor are the Rate School's things of yesterday to be swept away at one breath. We are in danger of suddenly undoing the work it has taken years to accomplish, and that it will take years to do again. Look at the case of the Mappilas; it has taken 15 years to persuade them to allow their schools to be inspected: if we now refuse them the promised grants and stipends, can we ever expect again to gain the confidence of this suspicious race? Government having brought the Boards into their present predicament is bound to see them safely out of it.

33. The work done during the year by myself and the Deputy Inspectors may be summarised as follows:—

TABLE XII.

—	Number of Schools inspected.	Number of Scholars examined.	Number of Days on circuit.	Number of Miles travelled.
Inspector...	144	7,324	284	1,958½
Deputy Inspector, Malabar ...	335	10,866	201	3,705
Deputy Inspector, South Canara.	100	3,164	214	1,259

34. The total expenditure for the year on education in the division and the proportion of the charges for inspection, including the organizing work done by the so-called Inspecting Schoolmasters, is as follows:—

—	EXPENDITURE FROM			
	Government.	Local or Municipal Funds.	Other.	Total.
	RS.	RS.	RS.	RS.
I.—Government Schools	49,198	...	...	49,198
II.—Salary Grant Schools...	2,670	...	3,245	5,915
III.—Result Grant Schools...	4,050	14,292	48,723	67,065
IV.—Local or Municipal Schools	13,485	28,907	...	42,392
V.—On inspection	13,260	6,656	...	19,916
Total ...	82,663	49,855	51,968	1,84,486

the proportion of the charges for inspection being (a little above) one-ninth of the whole.

It will be seen that the *inspection* charges are 12½ per cent. of the expenditure on *schools*.*

* In "work and wages" by Mr. Brassey, the famous contractor, 20 per cent. is allowed as a fair and necessary sum for supervision.

35. I shall now proceed to furnish the necessary details regarding the more important schools of the division, taking first the Higher Class Schools, then those of the Middle Class, and lastly those of the Lower Class.

Government Schools of the Higher Class.

36. *Provincial School, Calicut.*—There were various changes during the year in the teaching staff, all, however, tending to its improvement. It now includes three B.As., two F.As., two Matriculates, and two teachers holding fourth-grade certificates. As for these last, the second class of this school having been abolished, there is now no class which fourth-grade men are qualified to teach, and their services might, therefore, with advantage, be dispensed with. The attendance has diminished from 343 to 243, chiefly by the doing away with lower classes. Of this 243, 5 hold scholarships.* From the higher classes 7 students went up for the First in Arts Examination, of whom 4 passed, while for the Matriculation 33 went up, of whom 28 passed (only one in the first class), so that as regards the number of students matriculated this year, Calicut stands fourth in the whole Presidency.† I may here mention that the average number matriculated by the Calicut Provincial School during the last three years has been within a fraction of 20. The

The Calicut Provincial School, Malabar, (established 1857).

Standard reached... ... ... F.A.

Number of			Cost.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			College Department.			
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
7	243	9	6,566 10 7	328 5 3	6,284 10 7	314 3 2
			School Department.			
			6,859 5 6	31 0 7	6,694 5 6	8 12 2

Head Master, C. M. Barrow, Esq., Oxford, Rupees 500.

† As follows:—
1. Combaconum 53
2. Presidency College ... 36
3. Trivandrum 30
4. Calicut 28
5. Free Church Mission .. 26

* Name.	Scholarship.	Date of Appointment.	Stipend.
			Rs. A. P.
1. C. Ramunni Menon ...	Senior Conolly ..	28th Feb. 1872 ...	16 0 0
	Government ...	9th March 1872.	10 0 0
2. P. C. Vela	Sharpe	1st January 1873.	9 0 0
3. K. Narayana Menon	Government ...	27th March 1872.	10 0 0
4. P. J. Ittiyara	Do. ...	9th March 1872.	10 0 0
5. F. A. Ramakrishna Ayyar ...	Junior Conolly ...	1st January 1873.	9 0 0

lower classes of this school (from the fifth inclusive downwards) passed under my review at the annual inspection in November last. In English the results were tolerably good, but there were even here signs that the teaching had in some respects lacked thoroughness. The state of the Malayalum instruction was unsatisfactory; I fear it always will be so while the University minimum in this subject is so low. In Mathematics all classes did very fairly, but the answering in Geography and History indicated that more pains should be taken with those subjects. I take the results of the examination as mainly showing that better teachers are wanted for the fourth and third classes The Head Master, Mr. Barrow, is doing his best, by regular supervision, to bring the lower school into a better state, but his zeal and energy can scarcely be expected to produce their due result, unless he has under-masters possessing the requisite qualifications.

37. During the year several changes took place in the teaching staff of the Mangalore Provincial School. The permanent Head Master, Mr. Bradshaw, was transferred to the 4th Division as Acting Inspector, his place being taken by Mr. Moss, a gentleman from whose thorough familiarity with both the practice and theory of education the school cannot but reap benefits of an important kind. The present second master (a Tamil B.A.) is new to me. What I saw of him has left a favourable impression on my mind. The fourth master, K. Raghavandra Rao, an able teacher of long experience, resigned, having obtained a better appointment in the Bombay Educational Department. His successor, though of high attainments, is new to his work. Owing to the prolongation of the F.A. course to two years, an additional master was sanctioned for the Collegiate Department on a salary of Rupees 100 per mensem; this appointment is held by Mr. Coelho, B.A., a native Roman Catholic of Mangalore. The numbers remain about the same, 244 this year, against 233 last year.

THE MANGALORE PROVINCIAL SCHOOL, SOUTH CANARA, (established 1866.)

Standard reached... ... ... F.A.

Number of			Cost.			
			Total		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			College Department.			
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
9	244	10	6,230 7 4	389 6 5	6,230 7 4	327 2 5
			School Department.			
			6,520 14 3	33 1 1	... ...	... ...

Head Master, J. Moss, Esq., B.A., Rupees 500.

In the University Examination this school did well. Fifteen out of 27 passed the Matriculation Examination (2 in the first class), and 4 out of 7 the F.A. (none in the first class).

The school was inspected by me in December last. Of the state of the lower classes from the fifth inclusive downwards, I regret that, speaking generally, I am not able to report much more favourably than the late Acting Inspector did the previous year. Except in Algebra and Geometry, the results of my examination were more or less unsatisfactory, and showed that the teachers had not made it their business to see that what was studied was actually understood and fully remembered. One or two teachers of the lower classes are below the mark, and should be got rid of; others, I fear, have their hearts anywhere but in their work. The present Acting Head Master, however, is quite alive to the weak points of the school, and will do all that can be done to effect improvement. Stricter discipline is being introduced, not, I think, before it was needed.

The following scholarships were held in the Mangalore Provincial School during the official year 1872-73:—

Name of Scholar.	When gained.	How long tenable.	Amount.	Remarks.
			RS.	
Naraina Rao, K....	1st January 1873.	31st Dec. 1874 ...	10	Government.
Rama Rao ...	Do. ...	do. ...	5	"H. S. Thomas."

38. A Government Zillah School was opened in June last in the house erected at Tellicherry under the Brennen Trust, and the endowment from the same source is now appropriated for the Zillah School, which has been named the Brennen Zillah School. It opened with an attendance of 150 boys, and has now 188. A Matriculation Class was formed in January last; 16 pupils now attend it, of whom upwards of half are likely to pass. I inspected the school in November last, when it had an attendance of 210. I was able to repor that it was working tolerably satisfactorily for the time it had been in existence, but I felt it my duty to impress on the Head Master the expediency of a more scrutinizing supervision of the work in the lower classes. The staff of masters includes, besides Mr. Thomas, two other B.As. (one for some time a master in the Trevandrum High School), two F.As. (of whom one is a skilful trained teacher) and a matriculate of some years'

THE BRENNEN ZILLAH SCHOOL, TELLICHERRY, MALABAR, (established 1872).

Standard reached ... ... There is a Matriculation Class.

NUMBER OF			COST.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
6	188	7	5,250 9 1	27 6 8	5,264 11 1	13 12 7

Head Master, J. R. Thomas, B.A., Rupees 300.

experience as a schoolmaster. With this the school ought to prosper both as regards numbers and efficiency. Yet the recent decrease in the numbers taken in connexion with the dwindling away of the Cannanore School is not an encouraging omen.

39. *The Palghaut Union High Class School* was inspected by me in July last. It then numbered 153 pupils, since increased to 163.* The highest class was preparing for Matriculation, and out of 10 went up, 7 passed. In January last a Matriculation Class of 22 was formed. I examined most of these boys at the inspection. They were well taught and intelligent, and a respectable proportion may be expected to pass. The Palghaut School may, therefore, be deemed to have re-asserted its position as a Higher Class School.† The school did fairly at the inspection, the results in English being middling, in Malayalum fair, in Mathematics good, and in Geography and History middling. The Head Master is very painstaking, and has been uniformly successful as a teacher; but, if the work of a Higher Class School is to be effectually done, one or two assistants of higher attainments are needed. I believe the Board intend to see to this. The building is the worst feature connected with this school. It is so dilapidated as to be in every way unfit to locate a school in, and even unsafe; it is, moreover, in an out-of-the-way situation. Funds have been allotted to erect a temporary building in a better situation; but under the recent changes the amount may not be forthcoming. If not, the school will be in a very bad case. I noticed at my visit that the meagre supply of maps, apparatus, and books of reference was in keeping with the crumbling walls, rotten beams, and broken windows. The school fees pay a respectable proportion of the expenditure, and I can see no reason why there should be so much parsimony in the expenditure.

PALGHAUT UNION HIGH SCHOOL, MALABAR, (established 1866).

Standard reached ... ... Matriculation.												
NUMBER OF			COST.									
			Total.					To Government.				
Classes.	Pupils.	Masters.	Annual			Of educating each Pupil			Annual.			Of educating each Pupil.		
			RS.	A.	P.	RS	A.	P.	RS.	A.	P.	RS.	A.	P.
7	163	7	5,579	4	2	36	11	3	1,836	0	0	12	1	3
Head Master, Mr. T. C. Elseworthy, Rupees 200.														

* The attendance should be much higher, but the three lower classes, which were of course feeders of the higher, have been abolished without any systematic measures being adopted to ensure an adequate supply from other sources.

† The Junior Conolly Scholarship of this year was gained by a pupil of the Palghaut High School.

40. *The Normal School at Calicut* was opened by myself in person on the 1st June last, and I have since visited it several times. Taking into account that it is an institution newly opened, and on a plan which requires experience to bring it to completeness, and that no Head Master has as yet been appointed, the school may be regarded as working middlingly well. Of the 22 students, 13 are matriculates, 4 have passed the fourth grade and 2 the fifth grade. Mr. Lewis is indefatigable in his exertions to make good teachers of his students, and his assistant is able and intelligent. I found the instruction in the Practising School very fair, considering that it was given wholly by youths just beginning to teach, and the discipline remarkably good. Several of the students are untrained schoolmasters on half pay, sent in by the Calicut Local Funds Board. They receive no scholarship. Of the students transferred from the former Cannanore Normal students, 1 went up for the Matriculation Examination and passed, 9 went up for the fourth grade, of whom 7 passed, and 9 went up for the fifth grade, of whom 5 passed.

NORMAL SCHOOL, CALICUT, MALABAR, (established 1872).

Standard reached ... ... Matriculation.								
NUMBER OF					COST.			
Classes.		Pupils.			Total.		To Government.	
Normal Branch.	Practising Branch.	Normal Branch.	Practising Branch.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
3	7	22	106	2	RS. A. P. 2,744 11 11	RS. A. P. 19 14 2	RS. A. P. 2,744 11 11	RS. A. P. 18 7 2

PRACTISING BRANCH.

Classes...	V.	IV.	III.	II.	I.	Total.
Pupils	21	18	27	15	25	106

Mr. J. P. Lewis (Trained F.A.), Training Master in charge, Rupees 85.

41. I inspected the Practising Branch of the Mangalore Normal School in December last, and the Normal Branch in February. The Practising Branch did well in Arithmetic, and middlingly well in

NORMAL SCHOOL, MANGALORE, SOUTH CANARA, (established 1869).

Standard reached ... ... Matriculation.								
NUMBER OF					COST.			
Classes.		Pupils.			Total.		To Government.	
Normal Branch.	Practising Branch.	Normal Branch.	Practising Branch.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
2	4	19*	101	3	RS. A. P. 5,341 8 7	RS. A. P. 40 7 2	RS. A. P. 5,341 8 7	RS. A. P. 32 0 0

*7 Matriculates, 4 Fourth Grade, 1 Fifth Grade, and 7 unpassed were preparing for the Fourth Grade.

PRACTISING BRANCH.

Classes	IV.	III.	II.	I.	Total.
Pupils	31	38	22	10	101
Head Master, A. Ganapati Ayyar, Trained F. A., Rupees 150.					

English, indifferently in Geography, and badly in Canarese. The two higher classes could scarcely be called practising classes at all, being, except as regards one subject in one class, not taught at all by students under training. The students I heard teach from notes previously prepared by them under the supervision of the Head Master. None seemed to have any idea of what the notes of a lesson should be, nor of any efficient methods of teaching, and only one gave a good lesson. I have now seen all the schools of the Canara District, and I have not perceived any marked superiority in the men trained at the Mangalore Normal School. The Head Master, Ganapati Ayyar, is an able man, and has been very successful in passing the students for their literary examinations, not only those for the lower departmental grades, but also the Matriculation Examination, for which, in 1871, he passed 9 out of 9, and in 1872, 7 out of 8 students who went up. That he has not been successful in giving professional training is partly, as he himself states, because no stress was laid on it. I hope to be able to some extent to put the school on a basis better adapted to its special object, and Ganapati Ayyar's zeal and intelligence will then be devoted to their legitimate objects.

GOVERNMENT MIDDLE CLASS SCHOOLS, MALABAR.

42. *The Cannanore Anglo-Vernacular School* is supposed to be an experiment, the object of the experiment being to ascertain whether the people of Cannanore (by whose aid a large and handsome school-house was erected at that place) would support a Higher-Class School by a sufficient attendance. But it can scarcely be said that even a beginning has yet been made in this experiment, inasmuch as no steps have been taken to put a Higher Class School at Cananore, the necessary funds not having been provided. The present school is a Middle Class School, and as it has numerous competitors to contend with, who have

ANGLO-VERNACULAR SCHOOL, CANNANORE, MALABAR, (established 1872).

Standard reached... ... ... Fifth Class of a Zillah School.								
NUMBER OF			COST.					
			Total.			To Government.		
Classes.	Pupils.	Masters.	Annual.		Of educating each Pupil.	Annual.		Of educating each Pupil.
			RS.	A. P	RS. A. P.	RS.	A. P.	RS. A. P.
5	63	5	1,844	0 0	29 4 4	1,844	0 0	20 14 0
Head Master, P. Nanu Ayyan, F. A., Rupees 85.								

the advantage of demanding fees scarcely more than nominal, the present Cannanore School has a struggle for existence, which gives the principle of "natural selection" ample scope. The school has now 63 pupils, about the same number as the Zillah School branch of the former Cannanore School left off with. It would, I think, have had a good many more, but that the Head Master, as I hear, rendered himself unpopular with the most influential portion of the inhabitants of Cannanore—the Tiyars. I inspected the school in November last. Barring the smallness of classes, I found the school in a satisfactory state. The highest class was a Preparatory Matriculation Class. I found English, Malayalum, Arithmetic, and Geography taught fairly in every class, except, to some extent, the third; the school as regards externals in the best order, and the discipline good. If there is to be a fair experiment as regards this school, it should either be organized as a Higher Class School, say at least on the scale of the smallest and cheapest of the Zillah Schools; or if it is to be left to struggle by natural selection from a Middle Class School into a higher class, it should not be unfairly weighted with the present preposterously high fees. It must be borne in mind that Cannanore is a poor place, although from peculiar circumstances there is a demand for higher-class education there. We got the people to build an expensive school-house, in which we put a Normal School that used their children as blocks on which to sharpen the wits of its students; but we never gave them—have not yet given them what they expected and still look for—a Higher Class School. I say the experiment should be tried.

43. The Chowghaut so-called Anglo-Vernacular School (it has never been, except in name, more than a Taluq School) received a new Head Master in the course of the year, the former Head Master having been dismissed for delay in settling the account of his school fees. The Head Master of the Badagara Taluq School was put in his place. The new Head Master is not equal in attainments nor in skill as a teacher to his predecessor, but he is painstaking, and has already shown that as regards instruction, the school is likely to do fairly under him. Unfortunately he has a competitor in the person of his predecessor, who has opened a rival school almost next door. Hence the numbers (60) of the school are with difficulty kept up, and the classes are small (9, 11, 24, 16). The highest class is a fourth class. I inspected the school in November last. I found

ANGLO-VERNACULAR SCHOOL, CHOWGHAUT, MALABAR, (established 1860).

Standard reached ... ... Fourth Class of a Zillah School.

Number of			Cost.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
4	60	4	1,317 2 7	20 14 6	1,317 2 7	12 1 3

Head Master, C. Kurian (Matriculation), Rupees 40.

it still held in a temporary shed, although before I left India I collected upwards of a thousand rupees for a school-house. Of the instruction, I was able to make on the whole a favourable report. The English, Malayalum, and Arithmetic were well taught. The pronunciation of English, however, and the spelling in both languages were weak points.

44. *The Badagara Taluq School* has had a new Head Master and a new second master within this year. The attendance is good (75), but it is still far below the numbers before the present heavy fee was levied. The school fee collections now amount to Rupees 57. I inspected the school in November last. The instruction had begun to improve under the new masters, and the school was about up to the average of its class—that of a fully developed Taluq School. The new Head Master has just resigned his post to enter on the profession of a Vakeel. Of course these frequent changes are to the disadvantages of the school; but as long as a schoolmaster has no certainty that approved good service in his own profession will bring him promotion, we shall always be liable to lose just the men that are worth keeping.

TALUQ SCHOOL, BADAGARA, MALABAR, (established 1857).

Standard reached ... ... Fifth Class of a Taluq School.						
NUMBER OF			COST.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
5	75	5	1,218 10 1	16 7 6	1,218 10 1	7 14 7
Head Master, A. Sundaram Ayyar, F. A., Rupees 40.						

45. *The Koilandi Taluq School* has no class higher than a fourth, *i.e.*, a class equal to the third class of a Zillah School. The attendance was rising when I inspected the school in November last, and was 54, but I regret to say that it has again fallen to 43. [Many boys get the permission of their parents and attend school for a time, but the parents find the monthly demand of 1 or 2 rupees too heavy to be borne long, and so the attendance cannot rise permanently above the comparatively small number of the children of the wealthy classes.] Of the instruction, I was able to report that it was on the whole sound, though not going as far as desirable, and remarked that the

TALUQ SCHOOL, KOILANDI, MALABAR, (established 1858).

Standard reached ... Fourth Class of a Taluq School.						
NUMBER OF			COST.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			RS. A. P.	RS. A. P.	RS. A P	RS. A. P.
4	43	3	760 14 8	15 8 5	760 14 8	11 5 10
Head Master, V. Gopala Menon, F. A., Rupees 35.						

school had a good tone, and would not contrast unfavourably with schools of equal standing on the other coast.

GOVERNMENT MIDDLE CLASS SCHOOLS, SOUTH CANARA.

46. *The Kasargode Taluq School* has worked satisfactorily during the year. The numbers have risen from 40 to 50, but a large number of boys who were doing credit to the school had to be dismissed for inability to pay the high fees now demanded. I inspected the school in December last, and again (on my return southwards) in February. At my first visit the results, especially in the highest class, were not so good as I had expected, but in my second visit I found that the suggestions I had made had been attended to, and that the instruction had improved. A new Head Master and a new third master, Normal students from Mangalore, were appointed here early in the year, and, although the effect is likely ultimately to be beneficial, at first such changes generally tell against a school. The former Head Master resigned; he was willing to give up a salary of Rupees 30 in this department to accept Rupees 15 in one where there were more certain prospects of promotion.

TALUQ SCHOOL, KASARGODE, SOUTH CANARA, (established 1857).

Standard reached ... Fourth Class of a Taluq School.

Number of			Cost.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
4	50	3	757 10 5	19 4 0	757 10 5	11 10 6

Head Master, K. Venkata Row (Matriculation), Rupees 30.

47. The history of the Ullala School during my absence from India was particularly disappointing to me. It was established by me as a beginning towards the education of the Billawars,—the "Shanar or palmyra-climber" caste of Canara. In Malabar this caste is known as the Tiyar (Tier), and for them education has accomplished great things, giving them much higher social standing. But their brethren in Canara are an ignorant and despised race, and liable to oppression, because ignorant and despised. Ullala presented favourable circumstances for a Billawar School, and one was opened there in 1860, which, when I left India in 1870, was a well-conducted school,

TALUQ SCHOOL, ULLALA, SOUTH CANARA (established 1860).

Standard reached ... ... Third Class of a Taluq School.

Number of			Cost.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
			RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
3	26	2	471 5 0	27 11 7	471 5 0	21 14 5

Head Master, H. Ramappa (4th Grade), Rupees 25.

numbering nearly 60 pupils under a Billawa Head Master. On my return I found the Billawa master and monitor replaced by Brahmins, and the school reduced to 15 pupils, of whom only *one* was a Billawar, and the abolition of the school in contemplation. The school is still in a sickly state, but the attendance has risen to 26, and the instruction when I inspected the school in February last seemed to be tolerably sound. The loss of the Billawa Head Master, and the introduction of a rate of fees quite beyond the means of the population, have been the main causes of the ruin of this once flourishing school. I have recommended a low rate of fees in view of the exceptional character of this school, but my recommendation has not met with favourable consideration.

48. *The Udapi Taluq School* has also suffered severely from the new fees. Once numbering 70 pupils, it has now only 17. I inspected the school in January last. The instruction given is fair. It seems useless to keep up a Middle Class School for such a small attendance. I have made inquiries whether there was any place in Canara to which the school could be transferred with the prospect of a respectable attendance, but have not yet succeeded in finding a place with a sufficient number of people able to pay the fees demanded. A Union School, with its merely nominal fees, would do well at Udapi, but the abolition of the house-tax will leave the Canara Union, already poor, quite unable to open new Middle Class Schools.

TALUQ SCHOOL, UDAPI, SOUTH CANARA, (established 1860).

Standard reached... ...Third Class of a Taluq School.						
NUMBER OF			COST.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
3	17	2	RS. A. P. 555 15 7	RS. A. P. 34 11 10	RS. A. P. 555 15 7	RS. A. P 28 11 10
Head Master, K. B. Anantayya (Matriculation), Rupees 25.						

49. The *Karakala School* has worked efficiently during the year. When I inspected the school in January last the numbers had risen from 37 to 63. (I note that they have now fallen to 54.) Though Karakala is a thriving place, the people who can for a continuance pay such fees as those now demanded are scarce in native communities. Of those who would willingly

TALUQ SCHOOL, KARAKALA, SOUTH CANARA, (established 1857).

Standard reached... ... Third Class of a Taluq School.						
NUMBER OF			COST.			
			Total.		To Government.	
Classes.	Pupils.	Masters.	Annual.	Of educating each Pupil.	Annual.	Of educating each Pupil.
4	54	3	RS. A P. 676 13 0	RS. A. P. 14 1 7	RS. A. P. 676 13 0	RS. A. P. 7 9 11
Head Master, L. Peris (Matriculation), Rupees 30.						

receive the education the school offers; the fee shuts out of school a number quite equal to that which now attends; and yet they might attend without a cash of extra expense. For, with low fees, the present small classes would swell to their proper size without requiring more masters, while the income of the school would be just as large with a hundred scholars paying an average fee of 5 annas, as it is with fifty paying an average fee of 10 annas. Of the instruction, I was not able to report altogether favourably, the highest class having been pushed on too rapidly. Still the other classes did fairly, and throughout the school there was evidence that masters had exerted themselves.

Union Middle-Class School, Malabar.

Kavvai Union School, Cherakal Taluq, Tellicherry Circle, (established 1865).

Standard reached ...			Fourth Class of a Taluq School.	
Number of			Cost.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
5	65	4	Rs. A. P. 1,116 11 8	Rs. A. P. 18 4 11

Head Master, C. Krishnayyan (Matriculation), Rupees 40.

50. *Kavvai School.*—There is a good school building of permanent materials. The attendance has increased nearly 50 per cent. The Head Master is a fair teacher; the others are in need of training: indeed, the last master knows scarcely anything. At the inspection I found the highest class intelligent and well taught; the other classes not so good. The school has, I think, improved during the year.

Talipparamba Union School, Cherakal Taluq, Tellicherry Circle, (established 1869).

Standard reached ...			Fourth Class of a Taluq School.	
Number of			Cost.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	60	3	Rs. A. P. 1,591 6 3	Rs. A. P. 30 0 5

Head Master, Kunnikutti (4th Grade), Rupees 30.

51. *Talipparamba School.*—The school is held in a temporary shed: a school-house was being erected; but as I found that it would be quite insufficient to accommodate the attendance, its progress was stopped, and when re-commenced it will be on a larger scale. The attendance has increased 25 per cent. One of the masters was three years in Switzerland at the Basle Evangelical College, but his intellectual development does not seem to have been much stimulated by his European travels. My inspection report on this school was unfavourable.

52. *Anjarakandi Union School, Kottayam Taluq, Tellicherry Circle.*—The school was opened here towards the close of the official year. I visited Anjarakandi a short time before the school opened; and found a handsome and commodious school-house, the liberal gift of Mr. Brown, of Anjarakandi. The school has now an attendance of 34 pupils.

53 *Kottayam School.*—The school-house was pulled down, and is being re-erected near the Mappila town At present the school is being held in a most wretched shed that cost only 25 rupees. The attendance remains nearly stationary. Some Mappilas attend, but the result of the amalgamation of the Mappila and Hindu Schools has been that both have lost the greater portion of their attendance. The time for Mappilas to be willing to be educated in the same institutions with Hindus has not yet arrived I fear. The Head Master is the only master whose attainments can be said to be sufficient for his post, and even he is deficient in teaching power and energy. The instruction is not very good. I recommended that, pending this school being brought into a better state, the salaries of the masters be reduced, but my recommendation has not yet been attended to.

KOTTAYAM UNION SCHOOL, KOTTAYAM TALUQ, TELLICHERRY CIRCLE, (established 1864.)

Standard reached ...			Fourth Class of a Taluq School.	
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	61	4	RS A. P. 1,654 0 8	RS. A. P. 25 13 6
Head Master, C. Govinda Menon (Matriculation), Rupees 85.				

54. *Peringolum School.* — The school is held in a good shed, which makes a very fair school-house. The attendance has slightly decreased since last year, but has again begun to show an upward tendency. The teaching staff is composed entirely of trained men of low grade, but competent for their present work. The general tone of the school is healthy. Language is well taught, Arithmetic middlingly well, and Geography fairly; the discipline is good.

PERINGOLUM UNION SCHOOL, KOTTAYAM TALUQ, TELLICHERRY CIRCLE, (established 1870).

Standard reached ...			Fourth Class of a Taluq School.	
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	62	4	RS. A. P. 861 2 8	RS. A. P. 14 1 11
Head Master, P. Kannan (4th Grade), Rupees 25.				

55. *Payyoli School.*—There is a good school-house; it is occupied, although not quite finished The attendance remains stationary; it ought to be much larger than it is. The masters, though of low attainments, work well, but one of the lower masters might, with advantage, be got rid of, three masters being quite sufficient for the present strength of the school. The instruction may be characterized as "respectable," but it wants life and spirit.

PAYYOLI UNION SCHOOL, KURAMBRANAD TALUQ, TELLICHERRY CIRCLE, (established 1869).

Standard reached ...			Fourth Class of a Taluq School.	
NUMBER OF			COST.	
Classes.	Pupils.	Masters	Total Annual.	Total Annual of educating each Pupil.
4	56	4	RS. A. P. 778 11 6	RS A. P. 18 11 2
Head Master, K. Ramotti (4th Grade), Rupees 25.				

MANANTODDI UNION SCHOOL, WYNAAD TALUQ, TELLICHERRY CIRCLE (established 1868).

Standard reached ... Fourth Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	100	2	RS. A. P. 647 13 7	RS. A. P. 8 8 4

Head Master M. Siva Ramayyan (Matriculation), Rupees 50.

56. *Manantoddi School.*—To visit this school involves a dâk journey of 140 miles, with no work on the road; hence in years when there is a pressure of work it sometimes does not get inspected. This was the case last year. I remark that the number of pupils has very nearly trebled itself, which is a good sign, and an additional master has been appointed.

CHATTEAMANGALAM UNION SCHOOL, CALICUT TALUQ, CALICUT CIRCLE (established 1868).

Standard reached ... Second Class of a Taluq School

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
2	32	2	RS. A. P. 333 6 7	RS. A. P. 10 1 8

Head Master, M. Kittuni Panikkar (5th Grade), Rupees 10.

57. *Chatteamangalam School.*—This school is held in an unfinished house; the Sub-Committee suggested the removal of the school to a locality where a better attendance might be expected. As the place was found to be outside the limits of the union, the removal was not made. The attendance is gradually decreasing. The masters are ill-qualified for their work Provision has been made to put in a Head Master of better attainments and abilities, and to make the present Head Master the second master on his present salary.

PONNANI UNION SCHOOL, PONNANI TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Fourth Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	48	4	RS A. P. 1,211 10 11	RS. A. P. 22 7 0

Head Master, T. Koshi (Matriculation), Rupees 35.

58. *Ponnani School.* — During nearly the whole of this year the school was held in a house very unfavorably situated. The attendance has decreased owing to quarrels among the masters and their neglect of their duty. Of course at my inspection the classes did more or less badly. The Head Master and most of the others should be dismissed.

BETTATLAPUTIYANGADI UNION SCHOOL, PONNANI TALUQ, CALICUT CIRCLE (established 1867).

Standard reached ... Fifth Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	51	4	RS. A. P. 1,313 3 9	RS. A. P. 23 14 0

Head Master, P. Govindan (Matriculation), Rupees 40.

59. *Bettatlaputiyangadi School.*—The school-house is a very good one, and should be taken as a model. The school is equal in standard to a fully developed Taluq School. The attendance has fallen off since last year The former Head Master did not do his duty, and was made to change places with the Head Master of the Angadipuram Union School, against whom a similar complaint was made. It was hoped that each in a new place might do better. I am sorry to say this has not been the case. The school has not worked satisfactorily during the year. The Head Master should be dismissed.

60. *Tanur School.*—This school is held in a part of the Musafirkhana at the place; funds are not available for a building. The Deputy Inspector reports that the attendance has decreased slightly since his last inspection. He attributes this to the prevalence of small-pox in and near the town. Considering the standard of the school, the present Head Master is sufficiently well qualified for his post. The second master was found incompetent, and was, therefore, called in to the Calicut Normal School for training. The highest class is reported to have done fairly in English and Arithmetic, and tolerably in other subjects.

TANUR UNION SCHOOL, PONNANI TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Third Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
2	48	2	RS. A. P. 433 7 3	RS. A. P. 9 0 6

Head Master, P. C. Kanaran, (4th Grade), Rupees 25.

TIRTTALA SCHOOL, PONNANI TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Fourth Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	40	3	RS. A. P. 993 13 7	RS. A. P. 22 1 4

Head Master, A. Kanaksabhapati Pillay (Matriculation), Rupees 30.

61. *Tirttala School.*—The school is suitably housed. The attendance has slightly decreased. The first and second masters are tolerably good; the third master is of little use. At my inspection I found the instruction fair. The school has worked satisfactorily during the year.

PUNNAYUR UNION SCHOOL, PONNANI TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
			RS. A. P.	RS. A. P.
2	11	2	637 10 0	42 8 2

Head Master, V. Krishnayyan, 4th Grade, salary Rupees 25.

62. *Punnayur School.*—The state of things at this school during the year was discreditable to the managers. There were at one time two masters for some four or five boys. I represented this to the Board, by whom it was referred to the Sub-Committee. There are still the two masters and only elven boys, but the school is shortly to be removed to a better locality.

NATTIKA UNION SCHOOL, PONNANI TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Fourth Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils	Masters	Total Annual.	Total Annual of educating each Pupil.
			RS. A. P.	RS. A. P.
4	40	2	844 9 7	30 2 8

Head Master, K. Sekharakumppu, 4th Grade, salary Rupees 25.

63. *Nattika School.*—A small temporary school-house has been erected here in a situation which is more advantageous than that of the former school-house. There is a deficiency here in respect of furniture. The attendance has increased 40 per cent. The school did fairly at my inspection. The masters are to be replaced by men of better attainments. The second master has already joined the Training School at Calicut.

ENAMAKKAL UNION SCHOOL, PONNANI TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Fourth Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
			RS. A. P.	RS. A P.
3	62	3	638 7 2	11 12 2

Head Master, K. Chattu Menon (4th Grade), salary Rupees 20.

64. *Enamakkal School.*—The school-house is now completed, but furniture is required. A matriculate has been placed in charge of the school, as the former Head Master was found incompetent to teach a fourth class. The attendance has increased some 50 per cent. since last year. The instruction is in a healthy state.

65. *Manjiri School.*—There is a handsome school-house here. The school has a small Preparatory Matriculation Class. I think it would be better if the endeavours which have achieved this result had been directed to having large and flourishing lower classes, but appears to be a strong local feeling in favor of the more ambitious attempt. The attendance remains nearly stationary. The Head Master is clever, but the men who, at the time of my inspection, held the other masterships had not sufficient attainments for their post. Since then the third and fourth masters have joined the Training School Calicut, and teachers of better attainments have succeeded them. Except partly in the two upper classes, the results of my examination were satisfactory. Unless an increased attendance can be got here, the establishment at this school ought to be on a much less expensive scale.

MANJIRI UNION SCHOOL, ERNAD TALUQ, CALICUT CIRCLE (established 1866).

Standard reached ... Fifth Class of a Zillah School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
5	70	4	RS. A. P. 1,903 3 6	RS. A. P. 27 3 0

Head Master, G. Virghese (Matriculation), salary Rupees 60.

66. *Malappuram School.*—The school was opened in June last. Thirteen years ago Government tried an Anglo-Vernacular School for the benefit of the Mappilas who abound here; the school, however, had to be closed in 1861 for want of attendance It is doubtful whether the second experiment will be more successful than the first. The school is under a master who has turned out badly, and I have recommended his dismissal.

MALAPPURAM UNION SCHOOL, ERNAD TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
2	34	2	RS A. P 400 1 3	RS A. P. 10 8 5

Head Master, V Eradi (4th Grade), salary Rupees 20.

67. *Angadipuram School.*—There is a large and suitable school-house. The attendance has slightly increased. The school was for a long time in a very disorganized condition, and, as stated when speaking of the Bettatlaputiyangadi School, a change was made this year in the Head Mastership. The new Head Master worked well for a time, but seems to be getting dissatisfied. The other masters were very inefficient, and their places have recently been filled by others. Of course, under such circumstances, the results of my inspection could not but be more or less unsatisfactory.

ANGADIPURAM UNION SCHOOL, WALLAVANAD TALUQ, CALICUT CIRCLE (established 1865).

Standard reached ... Fourth Class of a Taluq School.

NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	72	4	RS. A. P. 1,290 0 1	RS. A. P. 18 6 10

Head Master, V C. Raman Menon, Matriculation, Rupees 40.

CHERPALCHERY UNION SCHOOL, WALLUVANAD TALUQ, CALICUT CIRCLE (established 1865).

Standard reached ... Fourth Class of a Taluq School.

Number of			Cost.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	67	4	Rs. A. P. 1,369 3 7	Rs. A. P. 23 9 9

Head Master, K. Kuppay Ayyan (Matriculation), Rupees 30.

68. *Cherpalchery School.*—There is a very good school-house here. The former fifth class was abolished during the year, and the standard is now only that of the fourth class of a Taluq School. The attendance has increased some 30 per cent., and under new masters the school is doing well. The tone of the school is good, and the instruction tolerably sound.

ALATTUR UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1868).

Standard reached ... Fourth Class of a Taluq School.

Number of			Cost.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
3	90	3	Rs. A. P. 1,099 11 4	Rs. A. P. 15 7 10

Head Master, Mattu (Matriculation), salary Rupees 35.

69. *Alattur School.*—The school-house is a building with mud walls and thatched roof. The attendance has nearly doubled. Two out of the three masters are good teachers; the former third master was found incompetent, and he has been replaced by a trained fifth-grade man from the Normal School, Calicut. The school worked satisfactorily during the year.

KOLLANGODE UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1868).

Standard reached ... Fourth Class of a Taluq School.

Number of			Cost.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	58	3	Rs. A. P. 1,062 6 8	Rs. A. P. 18 10 3

Head Master, K. Govindu Menon (Matriculation), salary Rupees 35.

70. *Kollangode School.*—There is a good school-house, the property of Government. The furniture is insufficient. The attendance has slightly increased since last year. Constant ill health prevents the Head Master from attending to his duties. In other respects the teaching staff is adequate, as the masters are all passed men, and able to teach well when they do their best. At my inspection the school did fairly in English, but badly in other respects. The Deputy Inspector, however, reports improvement since.

PERUVEMBA UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Third Class of a Taluq School.								
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
3	38	2	470	5	6	11	12	1
Head Master, R. Venkiteswarayyan (5th Grade), salary Rupees 15.								

71. The Peruvemba school-house is still, I believe, unfinished, as it has been for several years past; and there is still a want of the requisite furniture and maps. The attendance is increased since last year, but is still small. This school had formerly 70 pupils. The attainments of the masters are too low for their posts. At the inspection the school did fairly in English, but poorly in other subjects.

72. *Kongad School.*—A neat school-house has been erected here during the last year. It is supplied with all the necessary furniture. Maps are, however, wanting. As this school is a feeder to the High School at Palghaut, a higher standard is not contemplated. In the beginning of the year the school, under a careless Head Master, did badly. He has been replaced by an active man who has, the Deputy Inspector reports, succeeded in improving both the attendance and the instruction. The attendance has increased 40 per cent. At the Deputy Inspector's inspection the highest class did well.

KONGAD UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1870).

Standard reached ... Second Class of a Taluq School.								
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
2	33	2	454	2	4	16	11	1
Head Master, Sankaranarayanayyan (Matriculation), salary Rupees 15.								

73. *Kolattur School.*—The school-house built is a small, ill-ventilated building, not sufficient to accommodate its present number. It was therefore found necessary to make use of a small bungalow which, I may remark, was erected there by Mr. Thomas, then Head Assistant Collector of Malabar, in the year when Mappila fanatics butchered the Nayar Chief of Kolattur, whose successor is now the chief member of the School Committee. The Head Master is wanting in energy; the second master is an average fifth-grade teacher. The instruction is favorably reported on by the Deputy Inspector.

KOLATTUR UNION SCHOOL, WALLUVANAD TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... Third Class of a Taluq School.								
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS	A.	P.	RS.	A.	P.
2	50	2	232	12	4	4	9	0
Head Master, K. V. Govinda Warrer (Matriculation), salary Rupees 20.								

KOTTAI UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1869).

Standard reached ... Third Class of a Taluq School.								
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
3	37	2	426	6	6	11	12	8
Head Master, O. Madhavan Nayar (4th Grade), salary Rupees 15.								

74. *Kottai School.*—The school is held in a small building, formerly the Amshom Cutcherry. Maps and furniture are wanted. For want of sufficient room admissions have been restricted; the attendance is therefore stationary. The masters are hardworking, and endeavour to make the teaching attractive. The school did very fairly at the last inspection of the Deputy Inspector. This school yearly supplies a small number of boys to the fourth class of the High School, Palghaut.

MUNICIPAL MIDDLE-CLASS SCHOOLS, MALABAR.

75. *Panniamkara School.*—The school-house is a temporary building with mat walls and thatched roof. The furniture made is unwieldy and without any regard to the size of the pupils for whom it is intended. Maps are not yet supplied. The standard has scarcely reached that of the third class of a Taluq School. The attendance should be much larger in a place like Panniamkara, which is near the residence of the Zamurin and his dependants. Both the masters are poor teachers, although the first has been a teacher for the last ten years, and the second is one who had some training in the Normal School, Calicut.

PANNIAMKARA MUNICIPAL SCHOOL, CALICUT MUNICIPALITY (established 1872).

Standard reached .. Between Second and Third Class of a Taluq School.								
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
3	33	2	278	14	5	5	11	1
Head Master, P. Kanareen Nayar (Matriculation), salary Rupees 25.								

76. *Valayanad School.*—This school was proposed by a Commissioner who, however, unfortunately for the school, died just before it was opened. It is therefore without any patron. It is held in a warehouse belonging to one of the Mappila merchants of the place. The furniture is of the same description as that for Panniamkara School. I doubt whether another school was wanted here, for in the neighbourhood there is a well-conducted Result Grant School teaching up to the third standard and several Pial Schools recently brought under inspection. The attendance cannot, therefore, rise higher The Head Master is an untrained man. Training might make him

VALAYANAD MUNICIPAL SCHOOL, CALICUT MUNICIPALITY (established 1872).

Standard reached ... Second Class of a Taluq School.								
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
2	24	2	100	2	8	8	14	7
Head Master, Subrammany Ayyan (Matriculation), salary Rupees 15.								

a good teacher. The second master is one from the Cannanore Normal School, but is no better than his Head Master as regards teaching. The instruction given is of a routine kind, and the portions studied are very small.

77. *Kalppatti School.*—The school-house is substantial, but badly planned. Some improvements, however, have, I hear, been recently effected. The attendance is good and would be higher, but that this school acts as a feeder to the Palghaut High School. The attendants are nearly all intelligent Brahmin boys, and hence this school should be one of the best in Malabar; but at my inspection I was not particularly pleased with the instruction. The masters are not good teachers. At my suggestion the Head Master of the High School has been requested to exercise a sort of general supervision over the school, and it is now, I hear, working better.

KALPPATTI MUNICIPAL SCHOOL, PALGHAUT MUNICIPALITY (established 1869).

Standard reached ...			Fourth Class of a Taluq School.					
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
4	133	4	1,411	13	0	10	9	10
Head Master, V. Picha Ayyan (Matriculation), Rupees 35.								

UNION MIDDLE-CLASS SCHOOLS, SOUTH CANARA.

KUNDAPUR UNION SCHOOL, KUNDAPUR TALUQ, CANARA CIRCLE (established 1869).

Standard reached ...			Fourth Class of a Taluq School.					
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total. Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
4	82	3	818	9	11	10	5	10
Head Master, P. Venkatachalayya (Matriculation), Rupees 30.								

78. *Kundapur School.*—Inspected in January last. A very good school. The attendance has slightly risen. The teaching staff should be increased by another master. The school now occupies the new school-house, a large and handsome building, which has, however, one serious defect—it has no verandah. This defect is common to all the school-houses erected by the Local Funds Board. But I believe steps are to be taken to remedy it.

BASARUR UNION SCHOOL, KUNDAPUR TALUQ, SOUTH CANARA (established 1869).

Standard reached ...			Third Class of a Taluq School.					
NUMBER OF			COST.					
Classes.	Pupils.	Masters.	Total Annual.			Total Annual of educating each Pupil.		
			RS.	A.	P.	RS.	A.	P.
3	34	3	521	3	9	19	4	11
Head Master, B. Kristnayya (Matriculation), Rupees 30.								

79. *Basarur School.*—The highest class is a third. The attendance is small, although too small to employ three masters. Under a new Head Master the instruction is improved. The school is held in the late Police Station-house, but a new building is nearly completed. There are no maps.

GANGOLLI UNION SCHOOL, KUNDAPUR TALUQ, SOUTH CANARA (established 1869).

Standard reached... Third Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
3	30	2	RS. A. P. 478 0 2	RS. A. P. 14 0 11
Head Master, D. J. D'Souza (Matriculation), Rupees 24.				

80. *Gangolli School.*—A small school with only five pupils in the highest class—a third. The instruction I found generally fair, but Arithmetic was rather a weak point. The school was held in an old warehouse, but a shed was to be built.

BARKUR UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

Standard reached... Third Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total. Annual of educating each Pupil.
3	37	3	RS. A. P. 343 13 2	RS. A. P. 10 6 8
Head Master, Mr. Tellis (4th Grade), Rupees 20.				

81. *Barkur School.*—This is a tolerably good school for its standing. The attendance is good and the instruction fair. The Head Master is an able teacher, but I cannot say as much for the other two. The school is held in a most wretched shed.

MULKI UNION SCHOOL, MANGALORE TALUQ, SOUTH CANARA (established 1866).

Standard reached... Fourth Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	79	4	RS. A P. 1,108 11 6	RS. A. P. 14 15 9
Head Master, J. R. Tellis (8th Grade), salary Rupees 40.				

82. The *Mulki School* is well attended and well taught; it is perhaps the best of the Canara Middle-Class Schools. There is tolerably good Head Master, but in other respects the teaching staff is weak. The school occupies a new school-house similar to that at Kundapur.

PUTTUR UNION SCHOOL, KASRAGODE TALUQ, SOUTH CANARA (established 1871).

Standard reached... Third Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	108	2	RS. A. P. 404 2 11	RS. A. P. 4 1 11
Head Master, P. M. D'Souza (4th Grade), salary Rupees 16.				

83. *Puttur School.*—The attendance here is very large. When I inspected the school the classification was bad. The school worked as satisfactorily during the year as could be expected from the small number of masters and the large number of boys. At least two more masters should be appointed. The school-house is a large and commodious shed. If it had mud walls half way instead of mere matting, it would answer its purpose very well.

MANJESHWARA UNION SCHOOL, KASRAGODE TALUQ, SOUTH CANARA (established 1869).

Standard reached ... Third Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
3	34	3	RS. A. P 714 3 4	RS. A. P. 14 4 7
Head Master, N. Krishnayya (4th Grade), salary Rupees 24.				

84. *Manjeshwara School.*—The highest class is now only a third class. The attendance is small, but it is as much as the present school-house can hold. The instruction given by the Head Master is good, but I cannot say as much for that of his Assistants. The staff of masters is too large for the present small attendance. Sanction has been given by the Board for building a new school-house. When the school is moved into this, it is to be hoped that the attendance will rise.

BANIDUR UNION SCHOOL, KUNDAPUR TALUQ, CANARA CIRCLE (established 1871).

Standard reached... Third Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	39	3	RS. A. P. 397 8 5	RS. A. P. 7 7 11
Head Master, P. Narayana Rao (Matriculation), Rupees 17.				

85. *Banidur School.*—The attendance was 59 when I inspected the school, but according to the last return it has fallen off considerably since. This is attributed to dissensions among the masters, but I believe it to be also partly owing to the unsuitability of the place in which the school is held. The salaries paid to masters are very low, and hence they take but little interest in their work, and the two Assistant Masters are quite unfit for their posts. The state of the school calls loudly for the attention of the Local Funds Board.

TOUSE UNION SCHOOL, UDAPI TALUQ, CANARA CIRCLE (established 1871).

Standard reached... Between Third and Fourth Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	79	2	RS. A. P. 360 6 9	RS. A. P. 4 11 9
Head Master, S. Ramakrishnayya, salary Rupees 16.				

86. *Touse School.*—This is a large school, though of somewhat low class. About two-thirds of the attendance are Roman Catholic Christians. The school worked efficiently during the year, but Arithmetic should have been better attended to. The teaching staff is insufficient. I informed the Board that if one or two more masters were not appointed the attendance would decline, and it has declined. The school is held in a spacious shed, which, with certain improvements, would do very well.

MUDABIDRI UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1868)

Standard reached... Fourth Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	36	3	RS. A P. 737 6 8	RS. A. P. 20 7 9
Head Master, K. Lakshminarnappa (Matriculation), salary Rupees 20.				

87. *Mudabidri School.*—At the inspection of this school I found the instruction on the whole in a fair state. The masters are all untrained. The third master went up for the 5th Grade and failed, and has since been superseded. A school-house was in course of erection when I was at Mudabidri, and by this time must have finished.

BANTWAL UNION SCHOOL, MANGALORE TALUQ, SOUTH CANARA (established 1868).

Standard reached... Fourth Class of a Taluq School.				
NUMBER OF			COST.	
Classes.	Pupils.	Masters.	Total Annual.	Total Annual of educating each Pupil.
4	83	4	RS. A. P. 948 6 6	RS A. P. 11 8 10
Head Master, F. M. Vas (Matriculation), Rupees 35.				

88. *Bantwal School.*—The attendance here is large, but the instruction stands in need of improvement. The Head Master is a matriculate of the Bombay University, and two of the Assistants are 4th Grade men. Of the masters it may be said generally that either they do not know how to teach well or they are negligent. There is a new school-house here like that at Kundapur.

ORDINARY GRANT-IN-AID MIDDLE-CLASS PRIVATE SCHOOLS, MALABAR.

89. The *Church of England School* still maintains its somewhat precarious existence, and under a new Head Master, a matriculated normal student, is working fairly, even increasing its numbers. Considering the competition there is among schools in Cannanore, this is a healthy sign. The standard is somewhat lower than last year, and the highest class is now equal to only the third of a Zillah School. The Assistant Masters are rather incompetent. This school is under the management of the Chaplain of Cannanore, but, as far as regards secular studies, his supervision is little more than nominal.

CHURCH OF ENGLAND SCHOOL, CANNANORE (established 1868).

Classes ... 4 Pupils ... 73 Masters ... 3	Head Master, Mr. A. J. Joseph (Matriculate), Rupees 35.	
——	Total.	To Government.
	RS. A. P.	RS. A. P.
Annual Cost ...	910 6 6	441 0 0
Do. of educating each Pupil ...	13 3 1	6 6 3

90. *Protestant Boys' School, Cochin.*—I was not able to visit Cochin this year in consequence of my having to do duty on the other coast. The school was, however, inspected by the Deputy Inspector and favorably reported on. The standard reached is the fourth class of a Zillah School. The attendance has increased, and is regular. The buildings are in urgent need of repair. When the proposed Municipal School is opened the attendance of this school will be much reduced, and its income, already much lower than it formerly was, will still further decrease. This is one of the oldest schools on the coast, and it would be a matter of regret if it cannot be perpetuated in some useful form, but religious differences make it impossible that it should be the only or even the chief place of education in Cochin.

PROTESTANT BOYS' SCHOOL, COCHIN (established 1865).

Classes ... 5 Pupils ... 105 Masters ... 5	Head Master, P. Thoman, (Matriculation), Rupees 40.	
——	Total.	To Government.
	RS. A. P.	RS. A. P.
Annual Cost ...	1,485 7 10	612 0 0
Do. of educating each Pupil ...	14 9 0	6 4 8

91. *German Mission School, Calicut.*—Earnest efforts are being made by the Rev. Mr. Schauffler, the Inspector of German Mission Schools in Malabar, to bring this and the other schools under him into a satisfactory state. The Calicut School had its teaching staff almost entirely changed during the year, and the changes have been for the better. The standard reached is that of the fourth of a Zillah School. At the inspection in July I found the school much improved, but

GERMAN MISSION SCHOOL, CALICUT (established 18).

Classes ... 5 Pupils ... 167 Masters ... 5	Head Master, V. Govinda Menon, F. A., Rupees 40.	
——	Total.	To Government.
	RS. A. P.	RS. A. P.
Annual Cost ...	1,778 14 7	615 0 0
Do of educating each Pupil	10 9 5	3 10 7

at that period the teaching was still in some respects marked by a want of intelligence and want of thoroughness. The attendance has increased, and is very regular. A new school-house is in course of erection.

92. *Primary School, Calicut.*—This school was in a disorganized state when I was inspecting the schools in and around Calicut, and I therefore deferred inspecting it till it had had a chance of recovering. The opening of the Municipal Schools and of the Practising Branch of the Normal School, Calicut, drew away a very large number of pupils of this school (in which, I fear, the teaching was latterly of a very mechanical description), and the managers almost immediately took the opportunity of reducing the staff of masters—an injudicious step I consider, as it operated against the school having a fair chance of recovering its numbers. I have always found that even when a class has grown very small, it will sometimes recover, provided the teacher and a few boys are there as a sort of skeleton on which the flesh of increased attendance may grow. There is room at Calicut for a school like this, *i.e.*, a Hindu School for non-Malayalis. The only difficulty is in getting the necessary funds. I think the Municipality should take it over.

ORDINARY GRANT-IN-AID MIDDLE-CLASS PRIVATE SCHOOLS, SOUTH CANARA.

93. Of these there is only one, the Bishop's School at *Rozario*, Mangalore. This is an efficiently conducted and well attended school, working up to the standard of the fourth class of a Zillah School. I inspected it in December last, and was pleased with what I saw, although I should wish to see more intelligence thrown into the teaching of the lower classes. The school-house is a good building, a fair provision of apparatus, and a sufficient staff of masters who work better than one would expect from the limited extent of their attainments.

ROMAN CATHOLIC BISHOP'S SCHOOL AT ST. ROZARIO, MANGALORE (established 1868).

Classes ... 4 Pupils ... 124 Masters ... 4			Head Master, S. M Menzies(Matriculate), Rupees 45.				
——	Total.			To Government.			
	RS.	A.	P.	RS.	A.	P	
Annual Cost ...	1,413	7	9	644	10	0	
Do. of educating each Pupil... ...	12	3	1	5	8	1	

TABLE XIII.

Result Grant Middle-Class Schools.

Name.	Class of Taluq Schools to which the Higher Class corresponds in Standard.	Attendance.	Grant earned during the year.	Cost	
				Total.	Of educating each Pupil.
Malabar.					
Christian Brothers' School, Cannanore	5th.	179	RS. A. P. 153 8 0	RS. A. P. 1,872 12 8	RS. A. P. 11 6 5
German Mission A.-V.School, Cannanore	5th.	129	457 8 0	1,472 0 0	12 2 0
Tilanur School, Cannanore...	3rd.	61	258 0 0	128 0 0	2 1 0
Pozhati do. do. ...	3rd.	71	208 4 0	149 0 0	2 1 1
German Mission Orphanage School, Tellicherry ...	3rd.	93	262 0 0	3,772 0 0	38 11 2

TABLE XIII.—(*Continued*)

Result Grant Middle-Class Schools.

Name.	Class of Taluq Schools to which the Higher Class corresponds in Standard.	Attendance.	Grant earned during the year.	Cost	
				Total.	Of educating each Pupil.
Malabar.—(Continued.)					
German Mission Middle School, Tellicherry ...	...	44	RS. A. P. 252 0 0	RS. A. P. 4,480 0 0	RS. A. P. 106 10 8
German Mission Parsi School, Tellicherry	...	184	Not examined.	1,484 0 0	8 13 4
Roman Catholic School, Calicut	5th.	140	218 0 0	1,166 0 0	8 10 2
German Mission School, Palghaut.	3rd.	30	Not examined.	799 0 0	16 2 10
Nurni School, Palghaut ...	3rd.	75	249 0 0	349 0 0	5 6 0
South Canara.					
Roman Catholic Bishop's School, Milagres, Mangalore	5th.	134	302 8 0	1,103 13 6	8 10 9
Roman Catholic Trustees' School, Milagres, Mangalore	4th.	52	183 0 0	318 0 0	4 7 8
Kadri A.-V. School, do ...	3rd.	14	51 0 0	123 0 0	7 3 1
German Mission Middle School	3rd.	34	178 0 0	3,717 2 3	127 14 2
Car Street A.-V. School, Mangalore	3rd.	108	540 8 0	1,340 8 0	11 1 0

94. Among the above the Christian Brothers' School at Cannanore may be considered to take the first rank. It is a well conducted institution, giving a plain but useful education to boys mostly of a class who greatly need education, but who, save for the benevolent exertions of the Brothers, would have no means of obtaining it. The German Mission School at Cannanore has risen in numbers, and has a Matriculation Class, but the results of the inspection tended to show that the instruction in elementary subjects had been rather of a superficial character. The German Mission Schools at Nettur, Tellicherry, are under the charge of European Head Master, but the under-masters must be inefficient, judging from the results in the subject taught by them. The schools of this Mission at Tellicherry was opened during the year, and has not yet been inspected. The other German Mission Middle-Class Schools are of an average character. As I have said before, effort is being made by Mr. Schauffler to improve them, but unless they get more frequent inspection (they are at present inspected only once in six months), or unless the resident Missionaries look more vigilantly after the secular instruction in these schools, much improvement cannot be looked for. On the Roman Catholic School at Calicut last year's lesson (it lost its grant) had a good effect, and it did well at the inspection. Its highest class is equal to the fourth class of a Zillah School.

95. The Roman Catholic Schools in Canara have, so to speak, more height than depth. They form classes in which the higher subjects are superficially studied, while in the lower classes the instruction is of the most mechanical type. This is partly, no doubt, owing to the fact that the language of the school is Canarese, which to the pupil is a foreign language,

their vernacular being Konkani. The German Mission Middle-Class Schools in Canara, under the management of the Inspector, the Rev. Mr. Miller, are working satisfactorily, although a little too much in old grooves.

Union Lower-Class Schools, Malabar.

Kudalur Union School, Palghaut Taluq, Calicut Circle (established 1872).

Standard reached ... Third Class of a Taluq School.				
Number of			Cost	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	38	1	Rs. A. P. 205 8 2	Rs. A. P. 5 6 6
Head Master, S. Subramani Ayan, Rupees 15.				

96. *Kudalur School.*—This is one of the best Lower-Class Schools in the district. The master is untrained, but an experienced teacher. His school did well when I inspected it and on all visits of the Deputy Inspector. There is a good and suitable building.

Kunisseri Union School, Palghaut Taluq, Calicut Circle (established 1872).

Standard reached ... First Class of a Taluq School.				
Number of			Cost	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	36	1	Rs. A. P. 205 3 4	Rs. A. P. 5 11 2
Head Master, S. Krishna Puttur (5th Grade), Rupees 15.				

97. *Kunisseri School.*—This school did fairly at my inspection. The teacher is hardworking, but not quite equal to the task he has to do. The school has a permanent building, which would do well if more light and air could be admitted.

Palattulli Union School, Palghaut Taluq, Calicut Circle (established 1872).

Standard reached ... Second Class of a Taluq School.				
Number of			Cost	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	26	1	Rs. A. P. 199 8 2	Rs. A. P. 8 10 9
Head Master, A. Neilakandhayan (5th Grade), Rupees 15.				

98. *Palattulli School.*—Both the building and the site are unsuitable for a school. The inhabitants within the radius of a mile from the school are Telugu Chetties, who do not want to learn Malayalum. The building is so dark that even on a fine day it is hardly possible to read in it after 3 in the afternoon. The Deputy Inspector reports: "The teacher is painstaking, but the results of inspection at my last visit were not satisfactory, which is mainly attributable to the bad state of the building."

POLPALLI UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... Second Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	32	1	RS A. P. 206 12 6	RS. A. P. 7 10 6
Head Master, Madhava Rao, Rupees 15.				

99. *Polpalli School.*—This school has an unpassed and careless teacher. The Deputy Inspector reports that this school did badly on all occasions when visited by him, and the results of my inspection go to confirm the Deputy Inspector's opinion. Under the present teacher the attendance will always be low. His dismissal has been recommended. There is a very good school-house situated centrally to three Brahmin vilages.

KOZHALMANNAM UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... Second Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	34	1	RS. A. P. 204 13 9	RS. A. P. 7 9 5
Head Master, A. Viswanathayyan (4th Grade), Rupees 15.				

100. *Kozhalmannam School.*—This school had a change of teacher during the year under review. The place of the former master was taken by a 4th Grade teacher, who has shown both want of judgment and want of energy, and I had to report unfavorably of the instruction. The building is spacious and substantial, but ill ventilated.

KANNADI UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... Second Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	33	1	RS. A. P. 202 8 2	RS. A. P. 6 11 10
Head Master, N. Subrahmanyan Pillay (5th Grade), Rupees 15.				

101. *Kannadi School.*—This school is attended by Tiyars, the chief population of the place. The Deputy Inspector reports that the teacher is fairly qualified for his work, and the results of the inspection were fair. The building, with a slight alteration, will make a good school-house.

VILAYANUR UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... Second Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	38	1	RS. A. P. 200 1 8	RS. A. P. 5 6 6
Head Master, V. Srinivasa Pattar (4th Grade), Rupees 15.				

102. *Vilayanur School.*—This school has been opened with an untrained teacher, who did not do well. He has been replaced by a trained teacher, under whom the attendance and instruction are reported steadily improving. The building is substantial, but ill-ventilated.

103. *Chulanur School.*—This is the best attended Lower-Class School under the management of the Local Fund Board. The teacher is very popular, but his attainments are not much even for an elementary teacher. The instruction is middling; an Assistant is required. The school-house is small, but well adapted for its purpose. The teacher was lately converted to Christianity, but his conversion did not affect the attendance. His father was reputed to be a great magician, and the son is held in respect partly on account of his reputation as a doctor, and partly, I believe, on the same grounds as his father.

CHULANUR UNION SCHOOL, PALGHAUT TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... Second Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	59	...	RS. A. P. 201 12 10	RS. A. P. 3 12 11
Head Master, Siva Ramayyan (5th Grade), Rupees 15.				

TIRUVALI UNION SCHOOL, ERNAD TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... First Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
1	13	1	RS. A. P. 160 15 5	RS. A. P. 1 8 0
Head Master, M. Komappan Nayar (5th Grade), Rupees 15.				

104. *Tiruvali School.*—This school was removed to this place from Edavanna, where the Mappilas, the chief element in the population, opposed the school. Tiruvali is also a Mappila village, and so are almost all the villages in Ernad. The attendance cannot, therefore, rise. I have recommended its removal. The school is at present held in a half-ruined Amshom Cutcherry. The instruction is middling. The teacher is untrained, but hardworking.

VANDUR UNION SCHOOL, ERNAD TALUQ, CALICUT CIRCLE (established 1872).

Standard reached ... Second Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	32	1	RS. A. P. 168 3 0	RS. A. P. 7 10 4
Head Master, P. Rama Pattar (4th Grade), Rupees 15.				

105. *Vandur School.*—Vandur is a feverish place; the teacher was suffering from malarious fever for nearly four months. The school is held in a dilapidated building in the Mappila bazaar. It has a cattle-shed near it, the offensive smell from which is said to make the children ill. A better site has been selected, where a school-house will be erected if the budget receives sanction. The Deputy Inspector reports on the teacher as painstaking and on the instruction as fair.

KUTALI UNION SCHOOL, KOTTAYAM TALUQ, TELLICHERRY CIRCLE (established 1872).

Standard reached ... Third Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	41	1	RS. A. P. 218 1 7	RS. A. P. 5 3 1
Head Master, V. Kelu Nambiyar (5th Grade), Rupees 12½.				

106. *Kutali School.*—This is another good Lower-Class School. The teacher is energetic and painstaking. The results of my inspection were very creditable. A good school-house has been erected.

PUTTUR UNION SCHOOL, KOTTAYAM TALUQ, TELLICHERRY CIRCLE (established 1872).

Standard reached ... First Class of a Taluq School.				
NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
...	...	...	RS. A. P. 135 9 1	RS. A. P. 15 1 0

107. *Puttur School.*—The Deputy Inspector reports that a school-house is in course of erection. The attendance when he visited the school was only six. Since then the school has received an increase to its numbers, and has now ten. The master is trained, but is reported to be a very poor specimen of a trained teacher. The instruction was inefficient.

KURRUR UNION SCHOOL, CHERIKKAL TALUQ, TELLICHERRY CIRCLE (established 1872).

Standard reached ... First Class of a Taluq School.

NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
			RS A. P.	RS. A. P.
1	21	1	206 7 11	4 2 1

Head Master, K. Bappu (5th Grade), Rupees 12½.

108. *Kurrur School.*—This school is situated in the interior of Cherakkal Taluq, accessible neither by cart nor boat. The attendance is gradually increasing, but the instruction is of a very poor kind. The master is a trained teacher, but possesses little or no teaching power.

UNION LOWER-CLASS SCHOOLS, SOUTH CANARA.

KAMBADAKONE UNION SCHOOL, KUNDAPUR TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST	
Classes.	Pupils.	Masters.	Total.	Of educating each Pupil.
			RS. A. P	RS. A. P.
3	20	2	193 1 5	10 11 7

Head Master, Narasinga Rao, Rupees 10.

109. *Kambadakone School.*—This school was in a very bad state when I inspected it. The masters were very incompetent. Naturally the attendance was small and the instruction bad.

KOLLUR UNION SCHOOL, MANGALORE TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST	
Classes.	Pupils	Masters.	Total.	Of educating each Pupil.
			RS. A. P.	RS. A P.
2	26	2	192 5 0	6 10 1

Head Master, H. Chinnappayya (5th Grade), Rupees 8

110. *Kollur School.*—This is a small Vernacular School. From the Deputy Inspector's report it seems to be doing middlingly well.

HIRIYADAKA UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST	
Classes	Pupils.	Masters.	Total.	Of educating each Pupil.
3	13	2	RS. A. P 207 3 4	RS. A. P 17 4 3

Head Master, M. Ramappa, Rupees 8.

111. *Hiriyadaka School.*—This is a small school, but tolerably well conducted and quite up to the required standard. It is obvious, however, that two masters are not required for thirteen boys. Where the school is at present held (a shop) there is not suitable accommodation, neither is the locality well chosen.

112. *Brahmavara School.*—The Head Master here is a trained teacher, but not a very good one. Regarding the second master I recommend his being dismissed for incompetency. The instruction is of an unsatisfactory character. The school is held in a dark shed. Haradi, a part of the union, is inhabited by a large number of Roman Catholic Christians, Canarese, Bhunts, and other castes likely to send children to school. If the attendance at the Brahmavara School is to rise, and the school to be made accessible to others besides Brahmins, it should be located near Haradi.

BRAHMAVARA UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

NUMBER OF			COST	
Classes.	Pupils.	Masters	Total.	Of educating each Pupil
3	23	2	RS. A. P. 284 11 6	RS. A. P. 14 3 9

Head Master, M. Ganapati (4th Grade), Rupees 10.

PADUBIDRI UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST	
Classes.	Pupils.	Masters.	Total.	Of educating each Pupil
4	49	2	RS A. P. 249 1 8	RS. A. P. 4 11 8

Head Master, M. Padmanabha Kampti (5th Grade), Rupees 10.

113 *Padubidri School.*—This school is also fully up to the required standard. The attendance is large as the building will accommodate. The instruction appears to be fair and the masters are painstaking, though their attainments like their salaries are very limited.

MALPI UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

Number of			Cost					
			Total.			Of educating each Pupil.		
Classes.	Pupils.	Masters.	Rs.	A.	P.	Rs.	A.	P.
4	37	3	335	1	9	13	6	5

Head Master, B. A. Venkata Rao (4th Grade), Rupees 14.

114. *Malpi School.*—The attendance here is rising. The instruction is middlingly good. The last master is not very competent, and as his services are not required, they might be dispensed with.

ARIYADI SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

Standard reached ... First Class of a Taluq School.

Number of			Cost					
			Total.			Of educating each Pupil.		
Classes.	Pupils.	Masters.	Rs.	A.	P.	Rs.	A.	P.
2	13	2	151	0	11	8	14	2

115. *Ariyadi School.*—This school was in a bad state when I visited it. One class consisted of only one boy, another of two. The school would probably do better if it were placed near Katpadi, another place in the union.

UDAYAVARU UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Somewhat above the Second Class of a Taluq School.

Number of			Cost					
			Total.			Of educating each Pupil.		
Classes.	Pupils.	Masters.	Rs.	A.	P.	Rs.	A.	P.
3	66	3	349	9	10	6	2	4

Head Master, J. A. Misquitto (4th Grade), Rupees 17.

116. *Udayavara School.*—A good school, well attended. A new Head Master was appointed during the year, under whom the school has improved in every respect. The school is held in a rude shed, which stands greatly in need of improvement.

KAUP UNION SCHOOL, UDAPI TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

Number of			Cost					
Classes.	Pupils.	Masters.	Total.			Of educating each Pupil.		
			Rs.	A.	P.	Rs.	A.	P.
3	33	2	213	9	3	7	5	10

Head Master, K. Dovappa, Rupees 10.

117. *Kaup School.*—This school is a fair specimen of its class. The attendance is good considering the size of the village, and the instruction is fair. The Head Master is an intelligent young man, and his Assistant, an oldish man, was the master of the former Result Grant School. A building is required.

SURATKAL UNION SCHOOL, MANGALORE TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

Number of			Cost					
Classes.	Pupils.	Masters.	Total.			Of educating each Pupil.		
			Rs.	A.	P.	Rs.	A.	P.
3	11	2	247	0	1	19	0	0

Head Master, J. S. Saldanha, Rupees 10.

118. *Suratkal School.*—This struck me as a good little school of its kind. The instruction was entirely vernacular, but what is taught appeared to be well taught. The attendance is rather small, but may probably rise when a building is erected. At present the school is held in the verandah of a temple, for the use of which 2 rupees per mensem is paid. Both the masters are unpassed.

VITLA UNION SCHOOL, KASRAGODE TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

Number of			Cost					
Classes.	Pupils.	Masters.	Total.			Of educating each Pupil.		
			Rs.	A.	P.	Rs.	A.	P.
3	31	2	247	10	3	5	14	4

Head Master, M. Mahomed Khan, Rupees 10.

119. *Vitla School.*—The numbers at this school have been decreasing during the year (from 49 to 31). The utter want of proper accommodation had probably something to do with this. A school-house is being built. The school has worked satisfactorily during the year, but the standard is too low. A Middle-Class School of the lower type is what is wanted at Vitla, and not an Elementary School.

MUDAGRAMA UNION SCHOOL, MANGALORE TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
1	36	1	RS. A. P. 181 10 4	RS. A. P. 15 2 2

Head Master, P. R. Farias, Rupees 8.

NAVUR UNION SCHOOL, MANGALORE TALUQ, SOUTH CANARA (established 1871).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST	
Classes.	Pupils.	Master.	Total.	Of educating each Pupil.
2	5	1	RS. A. P. 119 3 6	RS. A. P. 29 12 11

Head Master, V. Seshaghery, Rupees 8.

HOSADRUG UNION SCHOOL, KASRAGODE TALUQ, SOUTH CANARA (established 1870).

Standard reached ... Second Class of a Taluq School.

NUMBER OF			COST	
Classes.	Pupils.	Masters.	Total.	Of educating each Pupil.
2	47	2	RS. A. P. 271 13 4	RS. A. P. 6 0 8

Head Master, K. Raghavendra Rao, Rupees 10.

120. *Mudagrama and Navur Schools.*—These two schools had only some eight and four boys respectively when I was in Canara. The incompetence of the masters was the cause. A change at Mudagrama has been followed by an increase in the attendance. A similar change will be made at Navur.

121. *Hosadrug School.*—The attendance was very good when I inspected the school, and the instruction was very fair. A new school-house has been built.

Female Schools under the ordinary Grant-in-aid Rules.

Protestant Girls' School, Cochin, Malabar.

Number of			Cost	
Classes.	Pupils.	Masters.	Total.	Of educating each Pupil.
3	41	3	Nearly Rs 280	Nearly Rs. 7

122. Of these there is in the 6th Division only one, the Protestant Girls' School at *Cochin*. It was inspected last year by the Deputy Inspector. The standard is decidedly elementary, and the instruction appears to be of a very routine character, no effort being made to awake the mind—at all events not on secular subjects.

Female Schools on the Results' System.

District.	Name.	Attendance		Grant		Cost	
		On the 31st March 1872.	On the 31st March 1873.	For 1871-72.	For 1872-73.	Annual.	Of educating each Pupil.
	Middle Class.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Malabar.	Convent School, Cannanore ...	144	165	Not examined.	369 4 0	2,186 0 0	15 15 3
	Convent School, Calicut ...	114	135	512 0 0	618 4 0	2,722 4 0	21 15 0
	German Mission School, Chombala (lately of Cannanore) ...	47	70	74 0 0	418 0 0	3,083 0 0	44 10 10
	G. M. School, Calicut ...	80	93	613 4 0	Not examined.	3,476 0 0	40 14 3
	Lower Class.						
	R. C. School, Palghaut ...	15	20	43 8 0	54 4 0	263 0 0	13 2 5
	Middle Class.						
Canara.	G. M. Boarding School, Mulki...	70	60	282 8 0	221 8 0	4,713 0 0	67 12 8
	Convent School, Mangalore ...	85	85	144 4 0	309 12 0	1,100 0 0	13 4 6
	Lower Class.						
	G M. Parochial School, Mangalore	57	66	Not examined.	225 0 0	278 0 0	5 11 6
	G. M. Brahmin School No. I., Mangalore ...	23	27	55 8 0	35 4 0	499 0 0	20 6 11
	G. M Brahmin School No. II., Mangalore ...	26	24	28 0 0	61 12 0	451 0 0	24 13 2
	Milagres Girls' School, Mangalore	..	44	... .	101 4 0	244 8 0	4 1 11

123. The Convent Schools are good schools, that at Calicut perhaps being the best. They give an education better than that obtainable at Private Girls' Schools. The standard reached in Cannanore and Calicut is, in the subjects to which such a standard applies, that of the third class of a Zillah School, but other subjects, such as French and Music and Drawing, are taught to some pupils. Of the other Roman Catholic Girls' Schools I have nothing very favourable to report. Of the German Mission Girls' Schools at Calicut the examination is postponed at the request of the manager. As remarked in last report, it is a good school, although the standard is low. The German Mission School at Chambala is the one formerly at Cannanore. I inspected the school in March. More intelligence and more thoroughness will have to be imparted to the instruction before this school can be favourably mentioned. The same may be said of the German Mission Christian Girls' School at Mulki and Mangalore. The German Mission Schools for Brahmin girls (at Mangalore) I found greatly improved since I saw them some two or three years previously.

124. I now beg leave to conclude this report. While it was being written, questions have frequently occurred to me, (such as they often have occurred to me before during my 18 years of educational labour in various parts of Southern India), questions as to how far the work of education in this Presidency is producing real result in the shape of useful knowledge distinctly understood and reproducible on demand. Time, labour, money are being expended ; but in most places is the result much more than a certain amount of mechanical facility in dealing with *words* (often very inaccurately) and with mathematical *symbols*, the *ideas* gained being mostly vague and often incorrect ? Is this because the teaching is too mechanical, appealing rather to the memory than to the reason and the imagination ? Should not even this mechanical teaching, if systematic and earnest, show better results, and is there not reason to believe that much of it is unsystematized and perfunctory ? And will time alone bring remedy of this state of things, or does it cry imperatively for a re-organization ?

APPENDIX A.

No. XI.

From V. KRISTNAMA CHARRIAR, Curator of Government Books, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Madras, 8th July 1873, No. 652.

SIR,

I HAVE the honor to submit my report on the working of the Book Department during the year 1872-73 In the first place I have to observe that the department has now been five complete years in operation since its re-organization on its present footing, and I think it well, therefore, to exhibit in the following narrative, under the usual heads, the figures for this quinquennial period as serving to show the progress made in almost every particular with the fair prospect, from its connexion with educational operations which are gradually expanding everywhere, of future improvement.

2. The two important changes alluded to in last year's report as having been sanctioned by the Government have this year come into operation, viz., the abolition of the Colporteur agency as a part of the Book Department and the closing of the Branch Depôt at Cochin. The transfer of the direct control and remuneration of the Colporteurs to the several Local Fund Boards in the country, whose servants they are, has become imperatively necessary, the system of Colportage by inspecting schoolmasters as previously worked, and adapted as it was for a different state of things, having proved a failure in a financial point of view, and having been found also difficult of efficient supervision by this department, and not elastic enough for the prompt supply of books required for the numerous school districts or circles created under the Local Funds Act. Consequently our transactions are now confined to the production of books on a large scale, and to their delivery and sale at the District Depôts in quantities adequate for the rapidly growing requirements of the rural parts of the Presidency under the impetus given to primary education among the masses, the Local Fund Boards being left to purchase from the District Depôts what elementary books they may need on the system of prepayment, with the advantage of a discount of five per cent. off published prices, and to distribute them, with the aid of their own local agency, throughout their respective circles. With regard to the Cochin Depôt, it was closed on the 1st April 1872, in consequence of its backwardness and unprofitable character, and its stock has since been transferred to the District Depôt at Calicut, which is within easy reach of British Cochin. The wisdom of these changes has apparently been proved by the experience of the year under report, the department having been enabled to give up the insecure practice of issuing books and maps on credit to effect a saving in its working expenses without diminishing its usefulness, and indirectly to encourage the "trade" or native shop-keepers to take part in the circulation of elementary school-books in the rural parts of the Presidency; and it will be seen from the details given further on that the remaining District Depôts, 19 in number, have all been worked to better advantage, and have yielded more satisfactory returns than in any previous year.

3. I now proceed to notice the year's operations as briefly as possible. Following the usual plan of arranging the details as in previous reports, I subjoin an abstract of the stock account of the department for 1872-73:—

Balance of stock on the 1st April 1872.

	Rs.	A.	P.	Rs.	A.	P.
In the Central Book Depôt ...	75,425	9	5			
In the District Depôts ...	69,075	8	0			
				1,44,501	1	5
Add—						
Value of books printed during the year	32,580	10	0			
Do. purchased ...	33,564	4	10			
				66,144	14	10
				2,10,646	0	3
Deduct—						
Value of books sold at the Central Depôt	7,962	3	3			
Do. at the District Depôts.	56,591	5	6			
Do. adjusted to profit and loss	14	13	9			
				64,568	6	6
Balance on the 31st March 1873.						
In the Central Depôt ...	75,483	2	3			
In the District Depôts ...	70,594	7	6			
				1,46,077	9	9
Excess or fresh stock remaining unsold at the end of the year				1,576	8	4

It will be seen that, notwithstanding the increased production of books during the period under report, the stock in hand at the close of the year is but slightly in excess of that at the commencement. The closing balance further proves that the strenuous efforts made to keep down the stock, or prevent needless accumulations, have had an appreciable effect at the Central Depôt; and even at the District Depôts there would scarcely have been any fresh addition to the stock during the year but for the arrival of the last shipment of English books and maps rather late in the selling season.

4. Notwithstanding the endeavours made to maintain an equilibrium between the opening and closing balances, I feel that the time has arrived for curtailing the stock by clearing off the high-class works of literature and science in English, now out of date and, therefore, unsaleable, as well as certain Vernacular books of the late Board of Examiners, and old editions of books and maps and others spoilt by age, with which the Book Depôts have been burdened for some years past. The high-class books here referred to have been retained and offered for sale now for more than three years at half price, as sanctioned in G. O., No. 127, of the 19th April 1869; and, though certain books have been thus disposed of, there are still several copies of some historical and mathematical works left undisturbed on the shelves of the Central Depôt, for which there seems to be not even a remote prospect of sale at any price. If after one more trial during the current year I find no chance of finding a ready

sale for any of them at the reduced rates now in force, I purpose again bringing under your consideration the question of selling them together with other unserviceable stock outright by public auction, feeling sure that their nominal value can never be realized, and that a further retention of them will only lead to further deterioration, and consequently prove a source of positive loss to Government.

5. *Books printed.*—The usual statement of printing and publishing work done during the year is appended to this report. An abstract comparison of the printing operations of the last five years is given in the margin, which shows a much larger total of books for 1872-73 than for any previous year, while the cost of production is very moderate. The 16 books printed in the course of last year consisted of about 261,723 copies of the value of Rupees 32,580-10-0 calculated at depôt prices. Their prime cost, however, being but Rs. 19,803-10-0, the result is a gain of a little over Rupees 12,777, or 65 per cent. on the re-sale of printed books, against 50 per cent. of the preceding year. This satisfactory result, which has, of course, been anticipated, is due partly to the decrease in the rates for printing, consequent on a competition among the local printers, but chiefly to the purchase of the requisite quantity of printing paper on favourable terms from the Government Stationery Depôt, instead of buying the same from paper-dealers in Madras. The cost of this article would be even less, and the quality decidedly better, if the supply needed had been imported direct from the Paper Market in England, without the necessity of paying a commission of five per cent. usually charged by the Superintendent of Stationery, to say nothing of the uncertainty and delay in getting the supplies from the Stationery Depôt. I am glad that this much-needed change in the system of procuring printing paper of the description and quantity required for this department has been sanctioned temporarily for the current year; and, although I have not been able as yet to ascertain the exact cost of the first shipment just received from the India Office, yet, judging by the quality of the Demy and Royal paper imported, I may confidently hope that the current year's printing-work will be done in better style, and, perhaps, cheaper than that of any preceding year; but of this point notice will more appropriately be taken in my next report.

Printed in	Number of Copies.	Value.		
		RS.	A.	P.
1868-69...	120,500	26,916	4	0
1869-70...	178,236	40,753	7	8
1870-71...	182,100	31,968	12	0
1871-72...	93,350	11,700	0	0
1872-73...	261,723	32,580	10	0

6. The books printed and brought on stock are all re-prints, which have gone through several editions. One of them is in English, seven in Tamil, seven in Telugu, and two in Canarese. Certain Malayalum books have also been revised and re-printed during the year, but they could not be bound and delivered before the 31st March last.

7. This is, perhaps, the best place to mention that, in addition to the ordinary printing work, we have had this year in press a new book of easy lessons in Tamil poetry. It is the first number of the series of Tamil Poetical Anthology, compiled in accordance with an order of Government to supersede

the use of Pope's Poetical Anthology and the Minor Poets, parts of which have been strongly objected to by some, and which have in consequence not been re-printed. The contents of the new Anthology, No. I., now published, have been most carefully selected from accredited and popular authors, some of whom have been hitherto overlooked, and have been graduated to suit the capacity of Tamil youth in Primary Schools. The Anthology, No. II., is now ready for the press, and is intended for the use of Tamil classes which have advanced beyond elementary lessons in Tamil poetry, and are looking forward to the course of study prescribed for the Matriculation Examination of the University. A short historical sketch in Tamil of the British Empire in the East, especially adapted by its conversational style to meet the wants of native female readers, and a Tamil translation of Johnson's Rasselas for use as a Vernacular Prose Text in the lower University Examinations, instead of such prose books as the Panchathanthra tales, have also been prepared during the year; and after due examination by competent scholars, these M.S. works will be published with what approval or corrections they may receive.

8. *Vernacular Maps.*—It was stated in the last Annual Report that the series of district maps would be completed in the course of the year under review. In addition to the district maps mentioned in last report, the Malayalum map of Malabar and the Tamil maps of Madura, Tanjore, and Trichinopoly, as well as the Telugu map of North Arcot, have been printed and supplied this year to the district depôts. The M.S. of the Coimbatore and Bellary maps is in press, and will be delivered in a few days. The Ganjam and Vizagapatam maps, the accurate compilation of which is attended with much difficulty from want of the requisite information about the boundary lines and other features of the unsurveyed tracts and zemindary estates included in them, will, when published, complete the series of Vernacular District maps, the preparation of which has been left to private enterprise aided and advised by this department. The series thus brought out is moderately priced; and as to the style of execution, they, with the exception of one or two of the earlier numbers of the series, are in accordance with improved models, combining boldness and clearness with accuracy and proper coloring, and on the whole answer the purposes of elementary teaching in the Vernacular Schools for which they are intended.

9. With regard to the Tamil maps of Europe and Asia undertaken by Mr. James Wyld's Establishment in London, I believe that the work is approaching completion, though I am not prepared to say how soon either of the maps will be ready in the absence of any recent communication from him on the subject.

10. *Purchase of Books and Maps.*—The purchases of books and maps made both in India and in England durimg 1872-73 have been as extensive as the printing operations of the department, and the figures in the margin show that they exceed those of the four previous years. The numbers purchased during the period under review are 82,360 copies,—a figure which is the highest yet known in the returns of the department,

Years.	Number of Copies.	Value.		
		Rs.	A.	P.
1868-69...	52,463	37,083	14	5
1869-70...	72,660	35,294	3	0
1870-71...	48,457	32,187	0	6
1871-72...	60,098	34,180	13	6
1872-73...	82,360	33,564	4	10

while the percentage of cost also is comparatively less than that of any preceding year. Their value at depôt prices is Rupees 33,564-4-10, and their prime cost Rupees 24,149-12-10. The difference which represents the discount allowed by book-suppliers and the enhanced price is, therefore, Rupees 9,414-8-0, which amounts to a profit of a little less than 39 per cent. on the re-sale of books, against 36 per cent. of the preceding year.

11. About one-fifth of the above books and maps have been imported from England through the Stores Department of the India Office. The annexed is an abstract statement of this transaction, showing the net cost of the supplies received, their value at published and depôt prices, and the margin of profit allowed. The depôt value put on the books and maps gives a total gain of Rupees 2,949-3-0, or a little over 56 per cent. on the actual cost to the department, and of Rupees 1,536-13-4, or nearly 24 per cent. on the invoice or published prices. The percentages for the previous year were 58 per cent. and 30 per cent. respectively, but these percentages afford no fair basis for a comparison, as the last year's figures included the transactions with Messrs. Baker and Co., which have ceased to appear in the accounts for the year under review.

	Rs.	A.	P.
1. Prime cost of English books and maps imported through the India Office during 1872-73 ...	5,237	1	0
2. Value of the above at depôt prices	8,186	4	0
3. Do. do. published prices, including charges	6,649	6	8
Difference between (1) and (2) above	2,949	3	0
Do. do. (2) and (3) do.	1,536	13	4

12. In my last report I referred to the unfavourable result of the India Office supplies, as compared with that of the supplies previously imported without the intervention of that office. The experience gained during the year under report only bears out the view then taken, for the terms on which Messrs. Allen and Co., the suppliers to the India Office, execute our orders, are again found to give us next to no advantage in respect of cost. Their 25 per cent. discount, after deducting the shipping and landing charges, freight, insurance, and exchange, give us a net discount of 20 per cent, the same that was allowed formerly by Messrs. Baker and Co., free of all charges, the department having then had nothing else to pay beyond the net cost of books at the par exchange of two shillings the rupee, and having thus derived the full benefit of the discount allowed. To be brief, therefore, the present arrangement saves nothing, while there is a great difference in the manner of supply, characterized as it is by errors, delays, &c., scarcely heard of before, and which have caused considerable inconvenience to the schools; and the worst of the evils of the present plan is that Messrs. Allen and Co. require unusually long notice for sending out each supply, which renders it difficult for this department to prepare such complete and satisfactory indents as could foresee all future requirements.

13. During the year the supplies of prize and Library books for the different Government Schools and Colleges have also been, for the first time, indented for through the Book Department, and procured from the India

Office under an order of the Secretary of State. I will not dwell here on the many defects pointed out in this respect by the several educational officers for whom supplies have been imported, such as delay of several months, mistakes in the articles supplied, excess of prices charged, imperfect binding of books, omission to supply priced invoices direct, separating the charge for binding from the cost of the books themselves, and supplying of second-hand books as first class without allowing the usual discount of 25 per cent.; but I shall here only observe that the experience of the past two years confirms the conclusion that these are evils inseparable from an arrangement which makes us dependent upon suppliers who are not directly responsible to us, whose engagements are not such as could be brought by this department to a close on account of continued shortcomings, and upon whom all our remarks and complaints have to be brought to bear through a remote and circuitous channel. I may, in short, observe that the present arrangement for obtaining English books and maps wants all that life, promptitude and willingness to execute orders in the most satisfactory manner, and the desire to please and oblige which invariably characterize the direct dealings of merchants with their customers. I cannot help submitting that arrangements in regard to matters of this description are best left to the resources and expedients which the departments concerned can alone bring to bear in obtaining the most advantageous terms from time to time, the Government satisfying itself that the results are the best that could be secured.

14. As regards the books and maps purchased locally during the year, their cost to the department is Rupees 19,162-10-10. Adding to this actual cost the discount allowed by publishers and an extra percentage as usual to meet transit charges and other contingencies, their value is raised to Rupees 25,378-0-10, so that this part of the stock will yield a profit to the department of Rupees 6,215-6-0, or nearly 32½ per cent., when re-sold, against 24 per cent. of 1871-72.

15. *Issues.*—It will be seen from the figures in the margin that the issues during 1872-73 of books and maps to the several district depôts also contrast favourably with those of the four preceding years. The increase under this head, especially of elementary books, does not seem to call for any remark, as it is justified by the great stride made recently in primary education, as well as by the growing demands of the Middle and High Class Schools; and, as I have already stated, every possible precaution has been taken to lay in no more stock at the subordinate depôts than is necessary for the requirements of the schools in the Mofussil. Indeed, in certain cases, a sufficient stock has not been, and could not be, kept up, owing to the non-arrival of some of the English books and maps in time, and the delay in printing other local publications on the part of publishers.

Years.	Number of Copies.	Value.		
		RS.	A.	P.
1868-69 ...	134,886	53,085	12	8
1869-70 ...	178,521	62,343	5	4
1870-71 ...	147,858	53,420	7	4
1871-72 ...	182,689	49,894	11	9
1872-73 ...	266,684	64,039	13	4

16. *Sales.*—As usual, the details of book sales at the various depôts are given in a statement appended to the report; and the present and past rate of sales may be contrasted as in the marginal abstract. It will be seen that the result anticipated by me last year has been fully realized, the number of books sold having risen more than 48 per cent., and the gross amount realized more than 30 per cent. The marked increase now exhibited under this head serves to indicate the progressive state of the department, and leads us to hope that under the expected favourable circumstances, future operations will have the effect of further developing rather than checking its growth.

Years.	Number of Copies.	Value.
		RS. A. P.
1868-69 ...	148,459	54,237 8 6
1869-70 ...	192,485	57,053 7 7
1870-71 ...	176,175	54,914 9 8
1871-72 ...	184,615	49,529 4 9
1872-73 ...	274,364	64,553 8 9

17. A glance at the annexed statement of sale proceeds at the several depôts will show that, except at Berhampore, Vizagapatam, Rajahmundry, and Salem, the sales have risen everywhere as contrasted with 1871-72. It is hardly necessary to say that the Central Depôt takes the lead, as usual, in this matter. In some of the subordinate depôts the rise has been considerable, the highest increase being in Calicut. This is owing in part to the extension given to the area of the depôt operations there by the abolition of the Cochin Depôt. Palamcottah comes next in the list, and is immediately followed, contrary to past experience, by Nellore, which used to appear heretofore almost at the bottom of the list, but where there is now a striking tendency to progress. After an interval appear Trichinopoly and Mangalore, which used to take a more conspicuous position in the list. The other stations follow after wider intervals; and Cuddapah, as usual, occupies the lowest place.

18. The following table shows the number and value of the books and maps in different languages sold in 1872-73:—

Languages.	Copies.	Gross Value.
		RS. A. P.
English	52,930	30,597 4 11
Tamil	119,113	15,255 14 6
Telugu	76,929	13,097 5 9
Malayalum	11,926	2,745 8 0
Canarese	9,862	2,128 12 0
Persian	84	9 12 6
Hindustani	780	197 2 3
Sanskrit	51	66 12 0
Ooriya	2,789	442 1 2
Stationery (remnant of old stock)	...	12 15 8
Total ...	2,74,364	64,553 8 9

The most conspicuous fact in the above summary is the marked improvement it shows on the results of 1871-72 in all the languages, especially in the quantities sold. The value realized for English books and maps is 47 per cent. of the total receipts from sales, that for Tamil 24 per cent., for Telugu

20 per cent., for Malayalum 4 per cent, for Canarese 3½ per cent., and for the other languages taken together 1½ per cent. Compared with the percentages for the previous year, there is a falling off in the case of English, and a more or less marked increase in the Telugu and other languages, while the proportion for Tamil books remains stationary, owing, apparently, to the fact that the sales were mainly of cheap elementary books.

19. The concluding piece of information which I have to lay before you in connexion with the subject of sales is a tabular statement* of the subsidiary transactions with the Local Fund Boards in the country, now for the first time brought as a distinct item on the returns of the department. It will be observed that elementary books and maps, worth Rupees 12,461-6-9, have been supplied on indents received at the various depôts from the Presidents of Local Boards on the prepayment system, allowing, however, a discount of 5 per cent. off the selling prices on such cash transactions The total discount thus allowed to Local Fund Boards during the year amounts to Rupees 614-9-9, which is, in point of fact, a contribution from this department towards the expenses of bringing the books and maps within the reach of the schools in the rural districts at the prices at which they are sold in Madras and at the subordinate depôt stations in the Mofussil. The Local Boards at Nellore, Calicut, Mangalore, and Kurnool seem to have made the largest purchases.

* Local Fund Board at	Value of Books supplied		
	RS	A	P.
Berhampore	175	14	6
Vizagapatam	170	9	0
Kurnool	1,336	15	6
Masulipatam	725	3	6
Cuddapah	127	4	0
Bellary...	233	1	6
Nellore	3,182	6	3
Chittoor	671	4	0
Coimbatore	208	11	0
Cuddalore	594	2	0
Combaconum	340	11	0
Madura	292	0	0
Calicut...	2,125	2	0
Mangalore	1,572	10	0
Chingleput	705	8	6
Total ...	12,461	6	9

20. Simple and inexpensive as this system may seem, it is not without its weak points. Besides the multiplication of accounts there is the risk of complications in the same occasioned by the plan, with which District Curators are not familiar, of allowing a discount on the selling value of the books supplied, and of unnecessary and sometimes unpleasant correspondence on account of delays and mistakes, or miscarriage and loss of books in transit This is the state of things as far as the experiment has gone, and I mention it here merely as a fact, and not in any way as a subject of complaint. The somewhat unsatisfactory action of the present arrangements may probably be due to their newness or want of sufficient precautions and freedom of correspondence on the part of those who have to work the system, and these drawbacks may perhaps disappear after a season. Consequently further experience is needed before a conclusive opinion can be formed.

21 *Financial Results.*—In the last Annual Report mention was made of the introduction of the Bombay system of working the Book Department with a loan or permanent advance from Government of Rupees 25,00 0 instead of with a fixed budget grant ; and it was also stated that this altered

system answered well enough by giving the department a greater capability of extension, and relieving it of the inconvenience of the delay and trouble involved in obtaining sanction for fresh grants. During the year under report the same system has continued to work smoothly, and with results which, I hope, will be regarded as very satisfactory. In fact, 1872-73 forms an exception to the long list of years in which the ordinary expenditure exceeded the ordinary receipts, leaving the department indebted to Government, and shows a profit instead of a loss, thus justifying the anticipations I have repeatedly expressed as to the eventual success of the Book Department both financially and as an educational concern. This will be understood from the subjoined cash account for the year and the explanatory remarks in connexion with the same

Charges	RS.	A.	P.
Cost of Central Book Depôt Establishment ...	2,860	12	9
Fixed allowance to Curators	5,010	0	0
Commission to do.	10,435	11	5
Contingent charges of the Central Depôt, including cost of transit	2,074	9	3
Contingent charges of the District Depôt including cost of transit	1,502	10	0
Purchase of books (English and local) ...	21,454	3	10
Printing and binding, including paper ...	17,413	8	1
Audit charges	300	0	0
	61,051	7	4
Receipts.			
Sale proceeds actually paid into the Treasury (after deducting discount allowed to Local Boards)	64,008	13	0
Balance in favor of the department ...	2,957	5	8

Grouping the above items of expenditure as in previous reports under three heads, and dividing the total of Rupees 61,051-7-4 into ten parts, I find the proportion to be nearly 6½ to the provision of books and maps (*a*), ½ to the cost of transit and delivery of the same at the District Depots and other contingencies (*b*), and 3 to the agency for conducting and controlling the work of the department (*c*). These proportions seem about the same as those reported last year, with this difference that the cost of the agency shows very properly a decrease attributable to the measures of economy carried out, such as the reduction of the fixed allowances of the District Curators to the uniform rate of 10 rupees per mensem, except in two cases, and the abolition of the Cochin Depôt and of the Colportage Agency as a branch of the Book Department. Thus it will be seen that the expenditure has been on the whole judicious, and that due regard has been paid to economy.

22. The present financial position of the department may be made clear, thus: the sum of Rupees 53,180-10-7 represents the loan taken from Government during the year out of the permanent advance for the provision and sale of books and contingencies, and Rupees 7,870-12-9 represent the contribution of Government towards the fixed agency charges provided for in

the Provincial Budget, making a total expenditure of Rupees 61,051-7-4. The total net receipts from sales amount to Rupees 64,008-13-0, from which the entire sum drawn from Government was repaid before the close of the year, so that the result of the year's work is a cash balance standing to the credit of the department of about Rupees 3,000 in round numbers. As to the value of additional stock acquired and remaining unsold at the end of the year, as shown in the stock account at the commencement of the report, that may be set off against the amount of the last invoice of English books, which in the usual course remains unpaid at the end of the year, the bill for their cost not having been presented till after 31st March last. It will thus be seen that the department has not only fully paid all its working expenses, but has also earned a profit for the first time in its history, as will appear from the marginal table, exhibiting at one view the total charges and receipts of the department for the last five years, together with the value of stock at the close of each, annas and pies being omitted.

Year.	Total Charges.	Total Receipts.	Total value of Stock at the close of the year.
	Rs.	Rs.	Rs.
1868-69 ...	67,555	54,237	1,73,290
1869-70 ...	77,556	60,972	1,38,420
1870-71 ...	77,838	54,914	1,47,423
1871-72 ...	54,984	49,558	1,44,501
1872-73 Net.	61,051	64,008	1,46,078

23. There can, therefore, be no question as to the department being perfectly self-supporting; and I now only wish to draw attention to the broad fact that this result has been achieved in the course of five years, in the face of various difficulties and constant and violent changes in the working arrangements of the department, and without resorting to the rough and ready method, more than once suggested to me, of enhancing the selling prices of the books offered to the public. I hope that this development, with the certain prospect of steady and natural growth in the future, will dispel any doubt as to the capacity of the Book Department to pay its own way and relieve the State of all charges.

24. But as regards *profit*, I submit that it cannot be our object to seek a profit to Government out of the sale of school books. Our only object is to pay expenses and afford facilities for the circulation of cheap books in the country. When, therefore, the present promising state of things is permanently established and becomes the normal condition of the department, such arrangements should, I think, be made both for improving the binding and the general appearance of our vernacular books, and for reducing their selling prices, where necessary, as would absorb all such surplus receipts as this year has witnessed, it being sufficient, as I have above observed, to earn simply what is necessary to defray the entire cost of the department.

25. In conclusion I may be permitted to add that the District Curators, speaking, of course, with some reserve of those newly appointed, have worked well. In my own office, the work of which has perceptibly increased owing chiefly to the connexion which has been formed with Local Fund Boards, and the consequent multiplication of accounts, and to the fresh duty added, under recent orders, of preparing, for submission to the Secretary of State, volu-

minous indents in *triplicate* for the Prize and Library Books required for all Government Schools and Colleges, and of attending to the landing, despatching, &c., of the supplies of the same on arrival, the industry of the establishment deserves mention. The Manager and Accountant, Sadasiva Mudali, has well earned the increase to his pay sanctioned about the middle of the year, and I need hardly say anything further in his favor.

Books printed during the year 1872-73.

Name of Books.	Size of the Edition.	Language.	Actual Value.		
			RS.	A.	P.
Selections in English Poetry No. I.	6,500	English.	4,875	0	0
First Book of Lessons	100,000	Tamil.	6,250	0	0
Second do. ...	30,000	Do.	3,750	0	0
Third do.	5,000	Do.	1,250	0	0
Pope's First Grammar	30,000	Do.	1,875	0	0
English and Tamil Dictionary . .	3,000	Do.	4,500	0	0
Arithmetical Tables	5,000	Do.	234	6	0
Brief Sketches of Europe .	1,000	Do.	375	0	0
Maps of the World... . . .	23	Do.	115	0	0
First Book of Lessons . .	40,000	Telugu.	2,500	0	0
Second do. .	20,000	Do.	2,500	0	0
Third do. ...	4,000	Do.	1,000	0	0
Nala Charitrum	2,000	Do.	375	0	0
Seshiah's Grammar	5,000	Do.	625	0	0
Venkayya's do. . .	5,000	Do.	937	8	0
Brief Sketches of Europe	1,000	Do.	375	0	0
School Grammar	4,000	Canarese.	1,000	0	0
Second Book of Lessons	200	Do.	43	12	0
		Total ...	32,580	10	0

Books sold at the under-mentioned Depôts during 1872-73.

Rank.	Name of Depôts	Number of Copies.	Value.		
			RS.	A.	P.
1	Government Central Book Depôt	53,669	7,962	3	3
2	Calicut	14,473	4,938	13	10
3	Palamcottah	16,688	4,752	2	6
4	Nellore	16,541	4,744	1	0
5	Trichinopoly	17,654	3,826	8	7
6	Mangalore	11,995	3,718	4	10
7	Coimbatore	14,636	3,372	15	8
8	Combaconum	17,950	3,318	6	6
9	Madura	12,397	3,119	2	0
10	Rajahmundry	6,087	2,895	11	4
11	Masulipatam	10,271	2,792	10	5
12	Vizagapatam	7,628	2,722	9	5
13	Salem	11,441	2,550	9	9
14	Cuddalore	14,358	2,501	2	3
15	Berhampore	8,268	2,368	9	7
16	Chittoor	13,798	2,196	11	8
17	Bellary	5,663	2,154	7	8
18	Kurnool	11,597	2,031	8	4
19	Cannanore	5,279	1,577	14	6
20	Cuddapah	3,971	1,008	15	8
	Gross Receipts .	274,364	64,553	8	9

APPENDIX A.

No. XII.

School of Arts (1872-73).

		Rs.	A.	P.
	Receipts.			
From Government.	Superintendent's salary	12,000	0	0
	House-rent	3,000	0	0
	Allowance	7,200	0	0
	Scholarships	420	0	0
From other Sources.	School Fees	174	4	0
	Other sources	227	10	3
	Proceeds of work executed during the year	5,715	7	7
	Total ..	28,737	5	10
	Expenditure.			
	Balance on the 31st March 1872	992	15	5
	Superintendent's salary	12,000	0	0
	House-rent	3,000	0	0
	Pay of the Artistic Department	2,143	14	4
	Pay of the Industrial do.	5,506	0	10
	Contingencies	79	9	6
	Working expenses	4,986	1	0
	Total ...	28,708	9	1
	Balance in favor of the School on the 31st March 1873 ...	28	12	9

APPENDIX A.

No. XIII.

Sketch of the Work of the Inspectors and Deputy Inspectors in 1872-73.

	Names.	Office.	Area of District in Square Miles.	Number of Schools inspected during the Year.	Number of Pupils examined.	Number of Days occupied in examining Schools.	Number of Days occupied in other work.	Number of Days spent on Circuit.	Number of Miles travelled during the Year.	Remarks.
First Division.	W. R. Kershaw, Esq. ...	Acting Inspector of Schools	40,917	114	4,914	137	217	206	1,727	Mr. Bowers took charge on the 12th Oct. 1872.
	H. Bowers, Esq.	Inspector of Schools								
	A. L. Narasimham ..	Deputy Inspector of Schools, Ganjam District.	8,313	187	2,802	117	294	241	2,427	
	G. Vadanta Chariar ...	Do. Vizagapatam Circle	18,344	101	1,916	105	309	202	1,336	
	V. Appa Rau	Do. Narsipatam do.		62	1,355	79	313	186	1,143	Entered on his duties on the 9th May 1872.
	K. Sanjivi Row	Do. Cocanada do.	6,224	270	5,114	173	212	222	2,373	Entered on his duties on the 26th April 1872.
	K. Dakshinamurti ...	Do. Rajahmundry do.		176	3,840	138	280	231	2,643	
	T. Ramabrahmam ...	Do. Masulipatam do.	8,036	197	5,188	172	196	281	1,726	
	S. Jagannadham	Do. Guntur do.		276	4,284	151	241	232	2,531	Entered on his duties on the 10th April 1872.
Second Division.	J. A. Boyle, Esq.... ...	Acting Inspector of Schools	35,194	63	2,855	101	259	314	2,938	Assumed charge on the 10th Sept. 1872.
	H. Fortey, Esq.	Inspector of Schools								
	M. Hannumuntha Row ...	Deputy Inspector of Schools, Ghooty and Pennacondah Circles	11,007	147	1,977	66	346	244	3,545	
	M. Singaravalu Mudaliar	Deputy Inspector of Schools, Bellary Circle.		200	2,809	94	198	327	2,646	
	D. Narasayyah	Do. Ongole do....	8,462	194	4,561	195	475	190	1,564	
	C. Kottayya Chetty ...	Do. Nellore do....		114	2,154	114	332	195	1,550	

Third Division.	S. Shunmoogum Mudaliar	Do.	Mudnapalli	do. ...	8,367	89	1,101	86	293	258	2,239	
	M. Ekambarham Pillai* / D. K. Bhema Row	Do.	Cuddapah	do. ...		178	2,238	65	274	188	2,422	*Died.
	A. Subba Row	Do.	Kuruool	do. ...	7,358	180	2,053	75	304	273	2,209	
	P. Vasudeva Row ...	Do.	Cumbum	do. ...		100	877	38	238	288	2,050	
	J. T. Fowler, Esq. ...	Inspector of Schools			7,653	119	8,500	112	381	68	2,864	Resumed duty from on leave 1st June 1872.
	P. Vijiaranga Mudaliar ...	Deputy Inspector of Schools, Madras and Saidapet Circles			2,780	175	4,730	106	395	51	1,140	
	P. Venkatramiah... ...	Dy. Inspr. of Schools, Chingleput Circle ..				244	4,950	158	301	189	2,017	
	S. Seshaiya	Do.	Cuddalore	do.	4,873	211	4,100	168	315	168	2,336	
	C. Appiah Sastry ...	Do.	Virdachellum	do. .		214	2,850	114	224	178	1,892	
Fourth Division.	E. C. Caldwell, Esq. / John Bradshaw, Esq., M.A.	Inspector of Schools ... . / Acting Inspector of Schools . . .			21,791	70	5,247	83	340	160	4,019	Delivered over charge to Mr. Garthwaite on 19th Aug. 1872.
	C. Sama Row	Depty. Inspr. of Schools, Tanjore Circle .			3,654	168	7,748	164	335	214	2,110	Assumed charge of office on the 24th Sept. 1872.
	S. Atchyalinga Mudy., B.A.	Do.	Negapatam	do. .		114	3,532	90	420	166	1,824	
	T. V. Subba Row, B.A. ...	Do.	Trichinopoly	do. .	3,515	171	3,307	106	442	136	2,041	
	C. Elyatambi Pillai ..	Do.	Salem	do. .	7,483	117	2,556	73	318	252	2,926	
	R. R. Subbaroy Aivar, B.A.	Do.	Oossoor	do. ...		73	1,291	68	357	211	1,819	
	M. Murugasa Mudaly .	Do.	Chittoor	do. .	7,139	132	3,591	102	401	254	3,291	
	N. Devasigamony Mudaly.	Do.	Vellore	do. ...		151	3,326	102	443	156	1,811	
	T. Marden, Esq. . ... / W. R. Kershaw, Esq. ...	Inspector of Schools ... ... / Acting do.			22,859	129	5,411	105	373	203	1,882	Assumed charge of office on the 29th Oct. 1872.
Fifth Division.	A. Cachapeswariah ...	Dy. Inspr. of Schools, Coimbatore Circle .			8,181	182	3,195	87	373	189	1,733	
	T. S. Kristnasawmy Iyer.	Do.	Carur	do. ..		229	3,360	95	263	209	2,088	
	P. Rathnasabathy Pillai...	Do.	Dindigul	do.	9,502	167	2,764	97	327	194	1,563	Took charge of his duties on the 20th April 1872.
	A. Vythialinga Chetty ...	Do.	Madura	do.		174	3,823	102	368	171	1,535	
	T. Amaldas Pillai ...	Do.	Tinnevelly.	do.	5,176	306	7,611	157	294	198	1,661	Took charge of his duties on the 12th April 1872.
	Mr. J. Armstrong ...	Do.	Shermadevi	do.		216	4,041	150	300	218	1,410	
Sixth Divn.	L. Garthwaite, Esq. ...	Inspector of Schools			9,904	145	7,324	156	204	315	1,960	
	P. O. Pothan	Dy. do.	Malabar...		6,002	335	10,866	213	223	201	3,705	
	K. Santappah	Dy. do.	South Canara		3,902	100	3,164	108	331	214	1,259	

APPENDIX A.

No. XIV.

List of Union Schools for 1872-73.

Districts.	Names of Institutions.	Higher Class.	Middle Class.	Lower Class.	Total Number of Schools.	Total Number of Pupils.	Receipts.						Total Expenditure.			Remarks.
							Government.			Local.						
	First Division.						Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Vizagapatam.	Union School, Parvatipur	...	1		1	35	...	..	...	586	11	5	584	15	5	
Godavery.	Do. Achanta	...	1	...	1	40	166	0	0	..	..	...	330	0	0	
	Do. Palkol	...	1	...	1	50	240	0	0	...	..	...	567	15	0	
	Do. Undi	...	1	.	1	31	74	0	0	..	...		246	0	0	
	Do. Narsapur Taluq	...		32	32	631	...		...	36	7	0	3,789	8	0	
	Do. Bimavaram do ...	...	...	32	32	659	...	...	...	223	9	8	4,158	11	5	
	Do. Ramachendrapur Taluq ..	...	...	7	7	221	...	...	...	886	5	4	886	5	4	
	Do. Amalapur Taluq	...	...	22	22	383	...	...	...	2,229	10	2	2,229	10	2	
	Do. Cocanada Division ..	...	...	6	6	142	...	...	..	882	10	6	882	10	6	
	Do. Coringa do.	...	...	4	4	180	...	...	...	787	1	8	787	1	8	
	Do. Pittapur do.	...	...	8	8	159	...	...	...	852	8	6	852	8	6	
	Do. Tuni do.	...	...	1	1	31	...	...	...	275	12	0	275	12	0	
	Do. Tanuku Taluq	...	...	17	17	557	...	...	...	2,450	15	1	2,603	1	0	
	Do. Elur do	...	...	14	14	284	...	...	...	1,790	1	4	1,976	3	2	
	Do. Yarnagudam Taluq ...	...	...	9	9	214	...	...	...	986	0	0	1,043	8	0	
	Do. Rajahmundry do. ...	...	...	9	9	179	...	...	...	1,031	1	11	1,181	0	2	
	Do. Peddapur do. ...	...	...	7	7	111	...	...	...	572	14	5	612	5	9	
	Municipal School, Cocanada ...	...	...	1	1	40	...	...	...	90	0	0	211	12	0	
	Do. Rajahmundry	...	...	1	1	30	...	...	...	165	0	0	319	0	6	

Kistna.	Union School, Kaikalur	..	1	...	1	48	116	0	0	161	0	0	300	0	0
	Do. Avanigadda ..	...	1	..	1	47	.	..	.	463	8	0	501	10	10
	Do. Nizampatam . ..	..	1	.	1	22	168	0	0	238	0	0	406	0	0
	Do. Chinna Ganjam	.	1	.	1	24	...	..	...	392	8	0	392	8	0
	Total ..	...	8	170	178	4,118	764	0	0	15,101	13	0	25,138	3	5
	SECOND DIVISION.														
Bellary.	Ang'o-Vernacular School, Kumply ...	...	1	..	1	16	209	0	0	2,324	0	0	221	10	0
	Do. Harapanahally ...	..	1	...	1	32	126	0	0		..		501	5	0
	Do. Hospet	...	1	..	1	39	220	0	0	1,306	0	0	1,135	14	4
	Do. Narraindavakara.	...	1	...	1	8	286	0	0	24	0	0	913	8	11
	Do. Kudlighee ..	...	1	...	1	38	...	.	...	194	5	4	382	8	0
	Do. Huvinahadagally.	...	1	...	1	60	..	.	..	373	4	0	462	7	6
	Do. Royadroog ...	..	1	..	1	13	.	.	.	839	4	0	495	4	0
	Do Pennakonda ...	.	1	.	1	34	..	.	..	540	9	3	540	9	3
	Do. Tadpatry ...	...	1	...	1	25	232	11	10	286	0	0	751	8	8
	Do. Ghooty	..	1	.	1	41	180	0	0	...	...	..	612	0	0
Kurnool.	Anglo-Vernacular School, Pattikonda ..	.	1	..	1	25	100	0	0	357	12	0	362	11	0
	Do. Yeldurty ..	...	1	..	1	27	80	0	0	206	0	0	241	5	4
	Do. Nurnoor ...	..	1	...	1	20	..	...		671	0	0	381	2	3
	Do. Peapally ...	..	1	...	1	45	..		.	323	8	0	444	1	0
Cuddapah.	Anglo-Vernacular School, Poddatur ...	..	1	...	1	64	...	•	...	1,038	8	8	1,038	8	8
	Do. Budwail ...	...	1	..	1	37	..	..	...	589	7	3	629	2	8
Nellore.	Anglo-Vernacular School, Cavally ..	..	1	...	1	50	222	0	0	205	8	0	722	8	2
	Do. Allur	.	1	...	1	43	300	0	0	497	4	10	649	9	1
	Do. Kaligherry ...	..	1	...	1	42	150	0	0	..	..	..	490	6	4
	Do. Brahmanakraka...	...	1	...	1	33	100	0	0	233	14	6	343	13	3
	Do. Gudur	...	1	..	1	58	381	0	0	583	4	8	907	10	4
	Do. Rapur	...	1	...	1	43	198	0	0	201	0	0	521	1	8
	Do. Naidupett ...	...	1	...	1	89	868	0	0	153	2	8	1,742	6	0
	Do. Varigonda ...	..	1	...	1	28	90	0	0	139	8	0	378	8	11
	Do. Venkatagherry	...	1	..	1	51	438	0	0	492	7	0	920	8	10
	Do. Buchireddipallium	...	1	...	1	61	.	..	...	376	0	0	385	4	2

No. XIV.—(*continued.*)

List of Union Schools for 1872-73.

Districts.	Names of Institutions.	Higher Class.	Middle Class.	Lower Class.	Total Number of Schools.	Total Number of Pupils.	Receipts.						Total Expenditure.			Remarks.
							Government.			Local.						
							Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Nellore.—(*Continued.*)	Anglo-Vernacular School, Chinna Allur	...	1	..	1	25	180	0	0	38	6	6	522	1	6	
	Village Schools, Nellore Town and Taluq.	...	...	14	14	513	...	...	...	1,175	11	9	7,678	0	3	
	Do. Kavally Taluq	...	. .	4	4	68										
	Do. Kundakur do.	...	...	11	11	205	..	...	.	1,407	12	0	11,097	15	6	
	Total ..	...	27	29	56	1,833	4,360	11	10	14,577	10	5	35,473	8	7	
	Third Division.															
South Arcot. Madras.	Sydapett High School	1	...	..	1	168	3,300	0	0	...	...	...	8,838	0	8	
	Do. Primary School	...	..	1	1	97										
	Union School, Boovanagherri	. .	..	1	1	42	447	10	0	...	...	...	447	10	0	
	Do. Manargudi	...	.	1	1	36	341	0	4	...	...	...	341	0	4	
	Do. Kumaratchi	...	...	1	1	20	252	0	0	...	...	...	1,775	0	4	
	Do. Tillavandagun	...	...	1	1	20	235	14	0	...	..	...	235	14	0	
	Do. Paroor	...	...	1	1	18	260	8	0	...	...	...	260	8	0	
	Do. Streemashnum	...	.	1	1	25	238	0	0	...	...	...	238	0	0	
	Total ...	1	...	7	8	426	5,075	0	4	...	..	...	12,136	1	4	
	Fourth Division.															
	No. 1 Union School, Tanjore Municipality.	...	...	1	1	182	. .	. .	...	236	11	1	403	3	1	
	No. 4 Do. do. ...	...	..	1	1	188	...	...	...	216	6	11	343	8	11	

Tanjore District	No. 5 Do. do.	...	...	...	1	1	130	...	...	...	163	5	3	263	13	6
	No. 6 Do. do.	...	...	...	1	1	131	...	...	...	206	7	11	280	2	11
	Municipal School, Mayaveram Division	...	...	...	1	1	83									
	Do. Cornadu do.	...	...	...	1	1	73	...	...	...	Information not furnished.					
	Do. Teruvelandu do.	...	...	...	1	1	92									
	Western Gate School, Negapatam	...	...	1	...	1	46	185	0	0	..	...	...	360	0	0
	Anglo-Vernacular School, Womalore	...	...	1	...	1	42	...	...	...	369	0	8	369	0	8
	Do. Harur	...	...	1	...	1	24	411	14	...	73	8	9	588	1	4
	Wallajah Municipal Western Street School	...	...	...	1	1	43	...	...	...	207	13	8	220	2	2
	Wallajah Municipal Eastern Street School.	...	...	...	1	1	39	...	...	...	80	7	4	81	4	4
	Total	...	...	3	9	12	1,073	596	14	0	1,553	13	7	2,909	4	11
	Fifth Division.															
Coimbatore.	Union School, Kangayam	...	...	...	1	..	1	43	...	...	...	617	14	5	617	14	5
	Do. Sooloor	...	...	...	1	...	1	17	...	..	...	121	11	4	125	5	9
	Total	...	...	2	..	2	60	...	..	...	739	9	9	743	4	2
	Sixth Division.															
Malabar.	Union School, Palghaut	...	...	1	...	..	1	163	1,836	0	0	11,778	10	10	5,579	4	2
	Do. Alattur	...	...	...	1	..	1	90	450	0	0				1,099	11	4
	Do. Kollangode	...	...	...	1	...	1	58	426	0	0				1,062	6	3
	Do. Peruvambu	...	...	...	1	...	1	38	160	0	0				470	5	6
	Do. Kottayi	...	...	...	1	...	1	37	130	0	0				424	6	6
	Do. Kongad	...	...	...	1	..	1	33	130	0	0				484	2	4
	Do. Polpolli	...	...	...	...	1	1	32	...	...	...				206	12	6
	Do. Chulanur	...	...	...	...	1	1	59	...	...	...				201	12	10
	Do. Palatulli	...	...	...	...	1	1	26	...	...	...				199	8	2
	Do. Kudalur	...	...	...	...	1	1	38	...	...	...				205	8	2
	Do. Vilayanur	...	...	...	...	1	1	38	...	...	...				200	1	8
	Do. Kunisseri	..	...	...	...	1	1	36	...	...	...				205	3	4
	Do. Kannadi	...	...	...	...	1	1	33	...	...	...				202	3	2
	Do. Kazhalmannam	...	...	...	...	1	1	34	...	...	...				204	13	9

No. XIV.—(*Continued.*)

List of Union Schools for 1872-73.

Districts.	Names of Institutions.	Higher Class.	Middle Class.	Lower Class.	Total Number of Schools.	Total Number of Pupils.	Receipts. Government. Rs.	A.	P.	Receipts. Local. Rs.	A.	P.	Total Expenditure. Rs.	A.	P.	Remarks.
	Sixth Division.—(*Continued.*)															
Malabar.—(*Continued.*)	Union School, Angadipuram	..	1	...	1	72	705	0	0	405	8	0	1,290	0	1	
	Do. Kolattur	...	1	...	1	50	..	..	...				232	12	4	
	Do. Manjeri	...	1	...	1	70	699	0	0				1,903	3	6	
	Do. Malappuram	...	1	...	1	34	..	...	..	2,208	9	0	400	1	3	
	Do. Tiruvali	...	...	1	1	13	...	...	...				160	15	5	
	Do. Vandur	..	...	1	1	32	...	...					168	3	0	
	Do. Cherpalcheri	...	1	...	1	67	948	0	0	751	12	0	1,369	3	7	
	Do. Bettattuputiyangati ...	...	1	...	1	51	558	0	0	2,366	9	0	1,313	3	9	
	Do. Tanur	...	1	...	1	48	..	...	..				433	7	3	
	Do. Ponnani	...	1	...	1	48	510	0	0	80	4	0	1,211	10	11	
	Do. Tirtalla	...	1	...	1	40	243	0	0	566	8	0	993	13	7	
	Do. Punnayur	...	1	...	1	11	240	0	0	76	4	0	637	10	0	
	Do. Enamakkil... ...	...	1	...	1	62	237	0	0	452	4	0	658	7	2	
	Do. Chattamangalam ...	..	1	...	1	32	120	0	0	236	8	0	333	6	7	
	Do. Triprayur	...	1	...	1	40	238	0	0	250	12	0	844	9	7	
	Do. Kavvai	...	1	..	1	65	500	0	0	1,326	0	0	1,116	11	8	
	Do. Kurrur	...	..	1	1	21	...	...	...				206	7	11	
	Do. Talipparamba ...	...	1	..	1	60	300	0	0	1,856	8	0	1,591	6	3	
	Do. Kottayam... ...	...	1	...	1	61	480	0	0	1,025	4	0	1,654	0	3	
	Do. Kudali	...	.	1	1	41	...	...	..				218	1	7	
	Do. Peringalam	...	1	...	1	62	.	...	...	1,227	12	0	861	2	8	
	Do. Puttur	...	..	1	1	10	..	..	.				135	9	1	
	Do. Manantoddy	..	1	...	1	100	300	0	0	1,052	7	9	647	13	7	
	Do. Payyoli	...	1	.	1	56	1,000	0	0	807	0	0	1,028	4	6	

South Canara.	Do.	Anjarakandi	...	...	...	...	1	1	19	...	...	...	542	4	0	185	0	0
	Municipal School,	Kalpatti	...	...	...	1	..	1	133	...	...	...	898	2	9	1,411	13	9
	Do.	Pannyankara	...	..	...	1	...	1	33	...	...	...	278	14	5	278	14	5
	Do.	Valayanad	...	...	...	1	...	1	24	...	...	...	196	2	8	196	2	8
	Union School,	Kundapur	...	...	...	1	...	1	82	...	...	...	438	7	9	818	9	11
	Do.	Basrur	...	...	..	1	...	1	34	...	...	...	441	6	0	521	3	9
	Do.	Gangolli	...	...	..	1	...	1	30	...	...	...	302	8	0	478	0	2
	Do.	Buntwal	...	...	...	1	...	1	83	490	0	0	1,202	4	0	948	6	6
	Do.	Mulki	...	...	...	1	...	1	79	1,577	9	6	1,049	4	0	1,108	11	6
	Do.	Mudabidri	...	...	...	1	...	1	36	411	1	5	584	0	0	737	6	3
	Do.	Mangeshwara	...	...	...	1	...	1	34	796	12	10	662	12	0	714	3	4
	Do.	Baindur	...	...	..	1	...	1	39	...	...	...	299	0	0	397	3	5
	Do.	Barkur	...	...	...	1	...	1	37	...	...	...	319	8	0	343	13	2
	Do.	Tonse	...	...	...	1	...	1	79	...	...	...	440	12	0	360	6	9
	Do.	Puttur	...	...	...	1	...	1	108	...	...	...	575	12	0	404	2	11
	Do.	Navur	...	...	...	.	1	1	5	...	...	...	171	0	0	119	3	6
	Do.	Mudagrama	...	...	...	...	1	1	36	...	...	...	170	10	0	181	10	4
	Do.	Hiriyadka	...	...	...	...	1	1	13	...	...	...	260	0	0	202	3	4
	Do.	Udayawar	...	..	...	...	1	1	66	...	...	...	369	4	0	349	9	10
	Do.	Malpe	..	...	...	...	1	1	37	...	...	...	376	4	0	335	1	9
	Do.	Hosadrug	..	...	...	...	1	1	47	...	..	...	541	14	0	271	13	4
	Do.	Khambadakone	..	..	...	...	1	1	20	...	...	...	459	9	0	193	1	5
	Do.	Brahmawar	...	...	...	...	1	1	23	...	...	...	454	12	0	284	11	6
	Do.	Vitla	...	...	...	...	1	1	31	...	...	...	466	10	0	247	10	3
	Do.	Kaup	...	...	...	...	1	1	33	...	...	...	590	0	0	213	9	3
	Do.	Padabidri	...	...	...	...	1	1	49	...	...	...	927	4	0	249	1	8
	Do.	Suratkal	...	...	...	...	1	1	11	...	..	...	504	12	0	247	0	1
	Do.	Aryadi	...	...	...	...	1	1	13	...	..	...	715	8	0	151	0	11
	Do.	Kollur	...	...	...	...	1	1	26	...	...	...	243	4	0	192	5	0
			Total	...	1	39	27	67	3,121	13,485	7	9	40,950	5	2	42,298	13	10
			Grand Total	...	2	79	242	323	10,631	24,282	1	11	72,923	3	11	1,18,699	4	3

APPENDIX A.

No. XV.

Statement of Salary and other Grants-in-aid paid during the year* 1872-73.

	Names of Schools.	Standard of School.	Number of Pupils on the Rolls on the 31st March 1873.	Amount of Grant drawn from 1st April 1872 to 31st March 1873.			Total.		
	First Division.			Rs.	A.	P.	Rs.	A.	P.
Ganjam.	Onslow Institution, Chetterpore . . .	M.	73	869	5	4			
	Zemindary School, Purla Komidi	M	33	885	15	2			
	Town School, Berhampore	M.	39	225	0	0			
	Zemindary School, Chikati	M.	42	25	0	0			
	Do. Mandasa	M.	33	512	10	2			
	Subscription School, Jalmoor	M.	12	90	0	0			
	Do. Somepetta	...	...	75	0	0			
	Do. Calingapatam	...	...	39	12	11			
							2,722	11	7
Vizagapatam.	London Mission Anglo-Vernacular School, Vizagapatam	H.	158	1,593	6	2			
	Hindu Anglo-Vernacular School, Vizagapatam	H.	145	2,093	13	9			
	Subscription School, Rajam	M.	27	330	0	0			
	Do. Marengy	...	...	35	0	0			
	Do. Bobbili	M.	41	334	3	1			
	Do. Rayavaram	M.	39	190	5	6			
	Do. Kottam	M.	33	342	14	3			
	Do. Salur	...	...	58	9	3			
							4,978	4	0
Godavery.	Church Mission School, Elur	H.	131	2,466	0	0			
	Hindu School, Cocanada	H.	187	2,694	1	3			
	Central School, Nursapur	H.	95	1,950	0	0			
	Anglo-Vernacular School, Dowlaishweram ..	M.	46	350	8	6			
	Do. Ankuvidu	M.	28	187	8	0			
	Do. Raghudevupuram...	M.	25	321	0	0			
	Do. Vella	M.	32	207	13	5			
	Do. Ramachendrapur ..	M.	25	180	0	0			
	Zemindary School, Pittapore	M.	52	811	7	11			
	Anglo-Vernacular School, Karugorumilli ...	M.	19	118	0	3			
	Zemindary School, Juggumpetta	...	...	167	8	9			
	Subscription School, Pennugonda	M.	22	178	12	0			
	Anglo-Vernacular School, Coringa	M.	30	279	11	7			
	Do. Bhattapolica ...	...	...	72	0	0			
	Subscription School, Peddapur	M.	41	332	13	0			
	Town School, Rajahmundry	M.	77	506	11	4			
	Anglo-Vernacular School, Kottapetta ...	M.	43	181	4	11			
	Do. Kirlampudi ...	...	...	72	4	0			
	Do. Ryalli	...	...	45	0	0			
	Do. Pumarru	...	...	83	11	0			
	Do. Tallapudi . ..	M.	40	285	0	0			
	Do. Guttinadevi ...	...	...	52	8	0			
	Primary School, Innespetta	M.	36	220	8	0			
	Anglo-Vernacular School, Yellamanchili ...	...	...	64	0	0			
	Do. Khandavilli ...	...	...	140	0	0			

* House-rent, servants' wages, and contingencies.

No. XV.—(*Continued*)

Statement of Salary and other Grants-in-aid paid during the year* 1872-73.

	Names of Schools.	Standard of School.	Number of Pupils on the Rolls on the 31st March 1873.	Amount of Grant drawn from 1st April 1872 to 31st March 1873.			Total.		
				Rs.	A.	P.	Rs.	A.	P.
Godavery.—(*Contd.*)	Anglo-Vernacular School, Tanuku	M.	30	181	0	0			
	Union School, Achanta	M.	40	166	0	0			
	Do. Palkol	M.	50	240	0	0			
	Do. Undi	M.	31	74	0	0			
					—	—	12,629	3	11
Kistna.	Church Mission Anglo-Vernacular School, Masulipatam	H.	269	4,761	14	2			
	Hindu Anglo-Vernacular School, Masulipatam	H.	172	1,922	15	1			
	Church Mission Training School, do.. .	M	180	2,014	0	0			
	Vencatasawmi Mudaliar's Branch Schl., do.	M.	61	484	11	4			
	Church Mission School, Bezwada	M.	65	475	0	0			
	Hindu School, Bezwada	M.	94	446	14	5			
	Subscription School, Repalli	...	..	68	0	0			
	Do. Gudivada	M.	36	191	1	10			
	Zemindary School, Vallur ..	M.	62	420	0	0			
	Anglo-Vernacular Union School, Kaiklar	M.	48	116	0	0			
	Do. do. Nizampatam	M.	22	168	0	0			
					—	—	11,068	8	10
							31,398	12	4
	Second Division.								
Bellary.	London Mission School, Bellary	H.	304	2,089	0	9			
	Anglo-Vernacular School, Gooty	M.	41	180	0	0			
	Do. Hurpunhully ...	M.	32	126	0	0			
	Do. Kumply	M.	16	209	0	0			
	Do. Hospett	M.	39	220	0	0			.
	Do. Narraindevykerry..	M	8	286	0	0			
	Do. Covil Bazaar .	M.	48	183	5	4			
	Do. Tadpatri ...	M.	25	232	10	10			
					—	—	3,526	0	11
Kurnool.	Anglo-Vernacular School, Putticondah ..	M	25	100	0	0			
	Do. Nundial	M.	48	336	0	0			
	Do. Yeldoorty	M.	27	80	0	0			
	Do. Kurnool	M.	55	110	8	0			
	Do. Cumbum	M.	56	372	7	6			
					—	—	998	15	6
Cuddapah.	Anglo-Vernacular School, Madanapully ...	M.	41	643	8	0			
	Do Voilpaud	M.	27	103	5	4			
	Do. Jamalamadugu ...	M.	35	231	15	5			
	Do. Sidhout	M.	31	348	0	0			
	Do. Kadry	M.	36	95	5	4			
	Do. Royachoto	M.	20	120	0	0			
					—	—	1,542	2	1
Nellore.	Free Church Mission School, Nellore . ..	H.	298	3,888	8	0			
	Anglo-Vernacular School, Vencatagiri ...	M.	51	438	0	0			
	Do. Kalligherri ...	M.	42	150	0	0			
	Christ Church Girls' School, Nellore	M.	24	175	0	0			
	Anglo-Vernacular School, Kallur	M.	44	79	0	0			

* House-rent, servants' wages, and contingencies.

No. XV.—(*Continued.*)

Statement of Salary and other Grants-in-aid paid during the year* 1872-73.

	Names of Schools.	Standard of School.	Number of Pupils on the Rolls on the 31st March 1873.	Amount of Grant drawn from 1st April 1872 to 31st March 1873.			Total.		
				Rs.	A.	P.	Rs.	A.	P.
Nellore.—(*Contd.*)	Anglo-Vernacular School, Allur	M.	43	300	0	0			
	Do. Varigondah ...	M.	28	90	0	0			
	Do. Rapur	M.	43	198	0	0			
	Do. Gudur	M.	58	381	0	0			
	Do. Chinna Annallur ..	M.	25	180	0	0			
	Do. Bramanakraka ...	M.	33	100	0	0			
	Do. Kandukur	M.	100	240	0	0			
	Do. Naidupett	M.	89	868	0	0			
	Do. Cavally	M.	30	222	0	0			
							7,309	8	0
							13,376	10	6
Madras and Chingleput.	Third Division.								
	Free Church Mission Institution, Madras ...	C.H.	778	9,859	0	0			
	Bishop Corrie's Grammar School	H.	151	5,124	0	0			
	Doveton Protestant College	C.H.	189	7,735	0	0			
	Gospel Society's Anglo-Vernacular School, Vepery	H.	358	5,379	13	3			
	Sullivan's Garden's Seminary	C.H.	16	900	0	0			
	Wesleyan Mission School, Royapetta	H.	380	2,924	0	0			
	Free Church Mission Branch School, Black Town	M.	160	1,209	0	0			
	Patcheappa's High School, Madras	H.	415	8,354	3	4			
	Govindu Naidu's Primary School, Madras ...	M.	508	3,242	13	1			
	Harris' School, Triplicane	M.	127	689	8	0			
	London Mission Institution, Black Town	H.	422	4,460	13	4			
	Lutheran Mission Anglo-Vernacular School, Pursewalkum	M.	96	467	0	0			
	Hindu Proprietary School	H.	131	2,085	15	9			
	Baluru English Patasala, Triplicane	M.	273	1,372	6	6			
	Anglo-Vernacular School, Mutialpett	M.	136	738	0	0			
	Saint Mary's Seminary, Black Town	H.	250	1,858	10	8			
	Saint Thomé Seminary	H.	109	1,445	7	6			
	Saint Peter's School, Royapooram	M.	140	22	2	8			
	Saint Francis Xavier's School, Parcherry ...	M.	97	487	5	4			
	Davidson's Street School	M.	68	750	0	0			
	Church of Scotland Mission Institution, Black Town	H.	418	5,394	0	0			
	Saint Andrew's Poor School, Chintadripetta	...	...	381	0	0			
	Civil Orphan Asylum	M.	120	1,975	0	0			
	Saint Matthias' School, New Town	..	...	405	10	0			
	Saint George's Schools, Royapetta	M.	37	720	0	0			
	Union School, John Pereira (Boys')	M.	47	622	0	0			
	Do. do. (Girls')	M.	162	510	0	0			
	Roman Catholic School, Royapetta	...	...	120	0	0			
	Emmanuel Church School	...	...	300	0	0			
	Church Mission School, Chintadripetta ...	M.	76	225	0	0			
	C. V. E. Society School, Kalimancherri ...	...	...	51	0	0			
	Saint Matthias' Poor School, Poodoopett ...	..	...	261	4	0			
	Gospel Society's School, Nungumbaukum ...	M.	71	210	0	0			

* House-rent, servants' wages, and contingencies.

No. XV.—(*Continued.*)

Statement of Salary and other Grants-in-aid paid during the year* 1872-73.

	Names of Schools.	Standard of School.	Number of Pupils on the Rolls on the 31st March 1873.	Amount of Grant drawn from 1st April 1872 to 31st March 1873.			Total.		
				Rs.	A.	P.	Rs.	A.	P.
Madras and Chingleput.—(*Continued.*)	Christian Vernacular Education Society's School, Royapetta	...	...	51	0	0			
	Church of England Poor School, Parcherry ...	...	..	402	12	0			
	Do. Day School, Royapooram.	...	...	340	0	0			
	Saint Mary's Infant School	M.	87	200	0	0			
	Church Mission Society's School, Konditope...	...	...	90	0	0			
	Do. Kalmandapum.	...	...	90	0	0			
	Doveton Protestant Girls' School, Madras ...	H.	88	1,247	0	0			
	Free Church Mission Boarding School, do. ...	M.	78	840	0	0			
	Do. Black Town, Madras ...	...		96	0	0			
	Do. Day School, do. ...	M.	225	1,282	5	4			
	Do. Balica Patasala... ...	M.	200	716	10	8			
	Do. Chetty Girls' School ...	M.	73	421	0	0			
	Strinivasa Pillai's Vernacular School, Madras.	M.	151	801	8	5			
	Saint Mary's Roman Catholic Orphanage ...	M.	83	500	0	0			
	Wesleyan Missn. Caste Girls' School, Royapetta	...	...	696	0	0			
	Do. do. Triplicane	...	...	402	0	0			
	Saint Francis Xavier's School, Parcherry ..	...	...	258	0	0			
	Saint Peter's R. Catholic School, Royapooram.		...	116	0	0			
	Saint Matthias' School, Pursewalkam	...	...	183	5	4			
	Emmanuel Church School	M.	71	675	0	0			
	Saint Matthias' School, New Town	...	.	335	10	0			
	Christ Church School, Mount Road	...	...	382	0	0			
	Lutheran Mission School, Pursewalkam ...	...	...	70	0	0			
	Balica Patasala, Triplicane		...	247	0	2			
	Davidson's Street School	M.	102	654	0	0			
	London Mission Caste Girls' School, Vepery ..		...	594	14	8			
	Do. do. Vurdamutiapen Street.	...	...	404	5	9			
	Do. do. Veerapillai Street ..	...	...	404	5	9			
	Native Female Education Society's School, Black Town	M.	92	300	0	0			
	Union School, Sydapett	H.	168	3,300	0	0			
	Free Church Mission School, Conjeveram ...	H.	100	1,144	8	0			
	Do. Trivellore ...	M.	95	958	0	0			
	Do. Chingleput ...	M.	160	820	13	5			
	Roman Catholic School, Palaveram	M.	41	300	0	0			
	Pacheappah's Branch School, Conjeveram ...	H.	152	2,110	1	0			
	Wesleyan Mission Anglo-Vernacular School, St. Thomas' Mount	M.	123	1,014	4	0			
	Free Church Branch School, Chingleput ...	...	...	450	0	0			
	Do. do. Conjeveram ...	...	...	64	0	0			
	Do. do. Trivellore ...	...	...	119	4	0			
	Wesleyan Mission Caste Girls' School, Saint Thomas' Mount	..	...	143	4	0			
	Wesleyan Missn. Caste Girls' School, Sydapett	...	...	168	0	0			
	Roman Catholic School, Palaveram	...	...	112	0	0			
	Military Female Orphan Asylum	M.	160	853	1	0			
							94,638	2	11
S. Arcot.	Saint Joseph's Institution, Cuddalore ...	H.	138	1,418	10	0			
	Anglo-Vernacular School, Trippaplore ...	...	...	126	0	0			
	Pacheappah's Branch School, Chedambaram.	H.	146	1,492	14	1			
	Anglo-Vernacular School, Manjacoopam ...	M.	62	361	8	9			

* House-rent, servants' wages, and contingencies.

No. XV.—(*Continued.*)

Statement of Salary and other Grant-in-aid paid during the year* 1872-73.

	Names of Schools.	Standard of School.	Number of Pupils on the Rolls on the 31st March 1873.	Amount of Grant drawn from 1st April 1872 to 31st March 1873. Rs.	A.	P.	Total. Rs.	A.	P.
Coimbatore.—(*Contd.*)	London Mission Compound School, Coimbatore.	M.	41	105	0	0			
	Anglo-Vernacular School, Tiruppur	M.	33	215	0	0			
	Do. Palladam	M.	22	233	0	0			
	Hindu Anglo-Vernacular School, Carur ..	M.	24	165	0	0			
	Wesleyan do. do. ...	M.	28	240	0	0			
	Anglo-Vernacular School, Avenashy	M.	23	120	0	0			
							6,640	6	0
Madura.	Anglo-Vernacular School, Salani	M.	36	289	2	1			
	Do. Tirumangalam ...	M.	36	237	8	7			
	Do. Nelakotta	...	...	68	8	0			
	Do. Madura	M.	434	1,148	12	8			
	Christian Anglo-Vernacular School, Madura . .	M.	93	546	0	7			
	Anglo-Vernacular School, Melur	M.	18	180	0	0			
	Do. Shevagunga ...	M.	56	600	0	0			
	Do. Devipatam . .	M.	24	61	4	0			
	Do. Sarmagudy ...	M.	50	280	10	2			
	Do. Tirupathur ...	M.	19	158	5	4			
	Do. Cholavandum ..	M.	27	346	12	5			
	Do. Mahamadura ...	M.	28	305	4	2			
	Do. Ramnad	M.	134	431	8	4			
	Do. Tiruppuvanam ...	M.	35	135	0	0			
	Training Institution, Dindigul	M.	34	1,706	0	0			
							6,494	12	4
Tinnevelly.	Hindu Anglo-Vernacular School, Tinnevelly ...	H.	239	2,060	14	5			
	Subscription Shool, Tuticorin	M.	135	952	8	0			
	Anglo-Vernacular School, Tachanullur ...	M.	17	120	0	0			
	Do. Sattur	M.	24	80	0	0			
	Do. Muruppanadur ..	M.	21	150	0	0			
	Do. Ambasamudram ...	M.	53	422	13	8			
	Do. Tenkasi	M.	25	240	0	0			
	Do. Chermadevy ...	M.	22	180	0	0			
	Do. Veeravanullur ...	M.	45	385	0	0			
	Do. Nangunery ...	M.	17	180	0	0			
	Do. Valliur	M.	25	180	0	0			
	Do. Gopalasamudram...	M.	27	100	0	0			
	Do. Vijianarayanam ...	M.	21	120	0	0			
	Do. Kadayanullur ...	M.	15	80	0	0			
	Do. Kudayar	M.	19	128	8	0			
	Church Mission Society's School, Tinnevelly ...	M.	149	1,351	8	0			
	Church Mission Society's School, Strivelliputhur...	M.	32	341	5	4			
	Church Mission Society's School, Sankaraninar Covil	M.	20	128	0	0			
	Church Mission Society's School, Strivigundam	M.	53	198	0	0			
	Church Mission Society's School, Mudivithanandal...	M.	27	60	0	0			
	Church Mission Society's School, Santhancolum...	...	...	48	14	0			
	Church Mission Society's Boys' Boarding School, Mengnanapuram	M.	32	205	8	0			

* House-rent, servants' wages and contingencies.

No. XV.—(*Continued.*)

Statement of Salary and other Grant-in-aid paid during the year* 1872-73.

	Names of Schools.	Standard of School.	Number of Pupils on the Rolls on the 31st March 1873.	Amount of Grant drawn from 1st April 1872 to 31st March 1873.			Total.		
				Rs.	A.	P.	Rs.	A.	P.
Tinnevelly.—(*Continued.*)	Church Mission Society's Boys' Boarding School, Panivelei	M.	23	117	0	0			
	Church Mission Society's Boys' Boarding School, Sachiapuram	M.	19	101	11	6			
	Church Mission Society's Girls' Boarding School, Sachiapuram	M.	19	63	0	0			
	Church Mission Society's Boys' Boarding School, Surandi	M.	23	84	0	0			
	Church Mission Society's Boys' Boarding School, Dohnavur	M.	20	60	0	0			
	Church Mission Society's Boys' Boarding School, Suviseshapuram	M.	17	84	0	0			
	Church Mission Girls' Boarding School, Suviseshapuram	M.	16	45	12	0			
	Gospel Society's Anglo-Vernacular School, Alvartinnevelly	M.	33	232	0	0			
	Gospel Society's Anglo-Vernacular School, Tentirupathy	M.	17	252	0	0			
	Gospel Society's Anglo-Vernacular School, Kolasegarapatam	M.	46	201	0	0			
	Gospel Society's Anglo-Vernacular School, Tirurei	M.	61	252	0	0			
	Gospel Society's Girls' Boarding School, Christianagram	M.	42	162	0	0			
	Gospel Society's Anglo-Vernacular School, Rudapuram	M.	62	240	0	0			
	Church Mission English Institution, Palamcottah	H.	187	3,185	0	0			
	Church Mission Fort School, Palamcottah	M.	91	255	8	0			
	Church Mission Vernacular Preparandi Institution, Palamcottah	M.	113	414	0	0			
	Sawyerpuram Seminary	H.	100	2,323	15	0			
							15,785	13	11
							28,921	0	3
	Sixth Division.								
Malabar.	Primary School, Calicut	M.	140	227	8	0			
	German Mission School, Calicut	M.	167	615	0	0			
	Church of England School, Cannanore	M.	73	441	0	0			
	Protestant Boys' School, Cochin	M.	105	592	0	0			
	Do. Girls' do. do.	M.	41	100	0	0			
	Union School, Paulghaut	H.	163	1,836	0	0			
	Do. Alattur	M.	90	450	0	0			
	Do. Kollungode	M.	58	426	0	0			
	Do. Peruvumbu	M.	38	160	0	0			
	Do. Kottayi	M.	37	130	0	0			
	Do. Kongad	M.	33	130	0	0			
	Do. Angadipuram	M.	72	705	0	0			
	Do. Munjeri	M.	70	699	0	0			
	Do. Betutpudiangady	M.	51	558	0	0			

* House-rent, servants' wages, and contingencies.

No. XV.—(*Continued.*)

Statement of Salary and other Grants-in-aid paid during the year* 1872-73.

	Names of Schools.	Standard of School.	Number of Pupils on the Rolls on the 31st March 1873.	Amount of Grant drawn from 1st April 1872 to 31st March 1873.			Total.		
				Rs.	A	P.	Rs.	A.	P.
Malabar.—(*Contd.*)	Union School, Ponnani	M.	48	510	0	0			
	Do. Trittala	M.	40	243	0	0			
	Do. Punnayur	M.	11	240	0	0			
	Do. Enamakal	M.	62	237	0	0			
	Do. Chattamungalum	M	32	120	0	0			
	Do. Trippayur	M.	40	238	0	0			
	Do. Kavoi	M.	65	500	0	0			
	Do. Taliparumba	M.	60	300	0	0			
	Do. Kottayam	M.	61	480	0	0			
	Do. Manantoddy	M	100	300	0	0			
	Do. Payyoli	M.	56	1,000	0	0			
							11,137	8	0
South Canara.	Saint Rozario's Bishop School, Mangalore..	M.	124	614	10	0			
	Union School, Buntwal	M.	83	490	0	0			
	Do. Mulki	M.	79	1,577	9	6			
	Do. Mudubidri	M.	36	411	1	5			
	Do. Manjeshwar	M.	34	796	12	10			
							3,920	1	9
							15,057	9	9
	Total ...	...	...	...	..	...	2,34,707	15	3
	Furniture, Book, and Map Grants	...	...	...	...	..	110	2	0
	Scholarships	...	...	...	...	..	3,391	15	6
	Grants on the Results' System	...	...	...	.	...	21,273	9	6
	Grand Total ...	.	...	...	...	...	2,59,483	10	3

* House-rent, servants' wages, and contingencies.

APPENDIX A.

No. XVI.

Statement of Salary and Results' Grants paid during the year 1872-73.

Class of Institution.	Salary Grants.			Results' Grants.		
	Rs.	A.	P.	Rs.	A.	P.
Colleges	* 10,142	3	4	...	...	...
Higher-Class Schools...	1,13,363	11	4	...	...	...
Middle-Class Schools	1,01,674	4	1	21,273	9	6
Lower-Class Schools	1,091	15	6	...	...	...
Normal Schools	† 11,937	14	6	...	...	...
Total .	2,38,210	0	9	21,273	9	6

* Exclusive of the School Departments.

† Inclusive of a Scholarship Grant of Rupees 720 on account of the Sarah Tucker Female Training Institution, Palamcottah.

APPENDIX A.

No. XVII.

Statement of the Number of Pupils who passed the different Standards of Examination according to the Results' System, and for whom Grants were sanctioned in 1872-73.

District or Division.	Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Remarks.
				Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.	
Ganjam— [152 Schools passed Pupils.]	I.	138	*a* 1,229	680	772	606	...	...	...	...	...	*a* 25 Girls.
	II.	91	*b* 643	395	522	388	...	...	...	...	...	*b* 11 do.
	III.	42	236	146	185	133	99	136	92	100	...	
	IV.	20	114	71	97	27	48	60	37	36	18	
Vizagapatam — [114 Schools passed Pupils.]	I.	111	*c* 923	472	576	502	...	...	...	...	...	*c* 46 Girls.
	II.	94	*d* 598	358	446	363	...	...	...	...	...	*d* 5 do.
	III.	42	362	180	208	155	113	105	73	69	...	
	IV.	15	114	63	70	38	52	33	27	28	3	
Godavery— [103 Schools passed Pupils.]	I.	89	*e* 621	320	408	358	..	...	...	...	...	*e* 38 Girls.
	II.	85	*f* 443	277	333	293	...	...	...	...	...	*f* 15 do.
	III.	55	342	201	303	196	154	146	70	71	...	
	IV.	39	228	171	208	86	127	75	57	53	31	
Kistna— [178 Schools passed Pupils.]	I.	153	*g* 1,115	886	910	864	...	...	..	...	...	*g* 18 Girls.
	II.	98	*h* 558	428	475	361	...	...	...	...	...	*h* 10 do.
	III.	47	291	220	265	201	87	102	48	48	...	
	IV.	13	120	89	116	68	50	52	89	78	63	
Bellary— [218 Schools passed Pupils.]	I.	198	*i* 1,543	1,232	1,422	1,126	...	...	...	...	...	*i* 22 Girls.
	II.	120	*j* 472	221	376	325	...	...	...	...	...	*j* 8 do.
	III.	52	*k* 126	82	113	89	56	45	74	80	...	*k* 3 do.
	IV.	15	55	35	45	32	28	33	37	42	7	
Kurnool— [133 Schools passed Pupils.]	I.	129	*l* 1,222	1,004	1,187	998	...	...	...	...	...	*l* 12 Girls.
	II.	62	*m* 942	275	312	234	...	...	...	...	...	*m* 5 do.
	III.	34	117	98	100	68	64	58	90	92	...	
	IV.	10	24	11	15	8	12	11	12	12	6	
Cuddapah— [188 Schools passed Pupils.]	I.	167	1,327	1,105	1,276	980	...	...	...	...	...	
	II.	103	362	314	333	320	...	...	...	...	...	
	III.	48	112	74	86	54	48	62	72	50	...	
	IV.	6	32	17	22	15	10	8	9	6	4	
Nellore— [168 Schools passed Pupils.]	I.	142	*n* 1,113	1,072	1,100	989	...	...	...	...	...	*n* 75 Girls.
	II.	124	*o* 654	436	546	356	...	...	...	...	...	*o* 42 do.
	III.	75	*p* 340	108	265	135	98	101	45	56	...	*p* 22 do.
	IV.	18	120	73	101	64	22	29	50	39	6	

No. XVII.—(*Continued.*)

Statement of the Number of Pupils who passed the different Standards of Examination according to the Results' System, and for whom Grants were sanctioned in 1872-73.

District or Division.	Stations.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Remarks.
				Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.	
Madras— [48 Schools passed Pupils.]	I.	46	*a* 479	325	423	336	...	...	...	...	...	*a* 57 Girls.
	II.	40	*b* 362	249	293	205	.	...	...	...	...	*b* 29 do.
	III.	29	*c* 281	141	184	107	95	97	95	107	...	*c* 18 do.
	IV.	4	40	26	35	12	9	14	18	26	...	
Chingleput— [189 Schools passed Pupils.]	I.	187	*d* 1,257	821	952	856	...	...	...	...	...	*d* 82 Girls.
	II.	123	*e* 671	527	552	440	..	..	...	...	...	*e* 14 do.
	III.	54	267	171	195	117	47	136	45	86	...	
	IV.	9	48	36	38	9	13	11	10	30	6	
South Arcot— [202 Schools passed Pupils.]	I.	192	*f* 1,673	849	1,369	1,187		...	...	...	...	*f* 186 Girls.
	II.	110	*g* 689	318	566	503			..	...	...	*g* 63 do.
	III.	62	*h* 364	164	321	220	63	97	43	80	...	*h* 32 do.
	IV.	22	109	62	104	40	51	50	27	43	18	
North Arcot— [236 Schools passed Pupils.]	I.	225	*i* 2,159	1,672	1,640	1,461	..	...	...	...	...	*i* 58 Girls.
	II.	183	*j* 1,347	958	1,024	886		...		...	...	*j* 27 do.
	III.	108	*k* 699	530	570	492	207	453	136	143	...	*k* 9 do.
	IV.	51	318	221	267	209	116	170	65	72	47	
Salem— [120 Schools passed Pupils.]	I.	112	*l* 871	697	571	564	...	...	...	..	...	*l* 65 Girls.
	II.	70	*m* 354	281	263	229	..	.	...	...	...	*m* 53 do.
	III.	43	*n* 233	170	198	139	44	79	46	44	..	*n* 22 do.
	IV.	28	*o* 159	107	126	52	49	40	36	27	15	*o* 8 do.
Trichinopoly— [113 Schools passed Pupils.]	I.	107	*p* 1,100	729	735	690	...	...	...	..	...	*p* 31 Girls.
	II.	53	*q* 333	229	244	229	...	...	..	...	...	*q* 14 do.
	III.	23	*r* 130	78	49	92	72	76	35	34	3	*r* 9 do.
	IV.	8	35	25	28	17	21	15	15	20	13	
Tanjore— [118 Schools passed Pupils.]	I.	10	*s* 998	810	777	679	...	...	...	...	...	*s* 57 Girls.
	II.	87	*t* 652	542	539	470	...	...	..	...	...	*t* 32 do.
	III.	41	*u* 276	211	231	165	92	99	154	152	...	*u* 18 do.
	IV.	13	*v* 95	76	85	58	41	37	59	69	29	*v* 5 do.
Coimbatore— [336 Schools passed Pupils.]	I.	308	*w* 2,205	1,821	1,831	1,905	...	...	...	...	...	*w* 72 Girls.
	II.	109	*x* 1,213	845	1,098	1,011	...	...	...	...	...	*x* 55 do.
	III.	92	421	261	390	324	141	197	92	90	3	
	IV.	48	230	150	219	73	115	88	74	79	56	
Neilgherries— [2 Schools passed Pupils.]	I.	2	22	13	13	16	...	...	...	...	...	
	II.	2	10	2	9	3	...	...	...	...	...	
	III.	2	6	2	4	4	...	...	4	5	...	
	IV.	...	...	...	...	...	...	...	...	...	...	

No. XVII.—(*Continued.*)

Statement of the Number of Pupils who passed the different Standards of Examination according to the Results' System, and for whom Grants were sanctioned in 1872-73.

District or Division.	Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Remarks.
				Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.	
Madura— [219 Schools passed Pupils.]	I.	208	*a* 1,879	1,476	1,572	1,232	...	...	...	...	...	*a* 78 Girls.
	II.	131	*b* 782	682	732	633	...	...	...	...	...	*b* 56 do.
	III.	57	*c* 258	230	243	204	125	137	96	84	5	*c* 18 do.
	IV.	20	112	89	97	75	68	78	30	37	4	
Tinnevelly— [185 Schools passed Pupils.]	I.	178	*d* 1,164	1,076	1,120	942	...	...	...	...	...	*d* 196 Girls.
	II.	125	*e* 958	863	970	867	...	...	...	...	...	*e* 187 do.
	III.	72	*f* 431	328	372	286	135	147	98	88	...	*f* 146 do.
	IV.	28	*g* 213	197	202	114	168	130	112	102	66	*g* 124 do.
Malabar— [188 Schools passed Pupils.]	I.	176	*h* 1,869	1,423	1,526	1,402	...	...	...	...	...	*h* 236 Girls.
	II.	132	*i* 1,334	1,286	1,342	1,173	...	...	...	...	...	*i* 205 do.
	III.	82	*j* 865	742	824	712	358	326	121	184	...	*j* 115 do.
	IV.	54	*k* 342	231	286	188	286	170	88	116	52	*k* 57 do.
South Canara— [38 Schools passed Pupils.]	I.	34	*l* 436	343	387	325	...	...	...	...	...	*l* 85 Girls.
	II.	32	*m* 325	276	291	232	...	...	...	...	...	*m* 54 do.
	III.	15	*n* 198	182	186	106	87	82	99	102	...	*n* 28 do.
	IV.	10	116	89	96	74	54	45	86	92	41	

No. XVII.—(*Continued.*)

Abstract of foregoing Table arranged according to Standards.

Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Girls.	Remarks.
			Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.		
I. ...	491	3,888	2,358	2,666	2,330	...	...	...	...	...	127	1st Division.
	636	5,205	4,413	4,985	4,093	.	...	. .	...	...	109	2nd do.
	425	3,409	1,995	2,744	2,379	...	. .	.	. .	..	186	3rd do.
	554	5,128	3,908	3,723	3,394	. .	. .	. .	...	...	221	4th do.
	696	5,270	4,386	4,536	4,095	...	...	...	...		346	5th do.
	210	2,305	1,766	1,913	1,727	...	...	...	...	...	321	6th do.
Total ...	3,012	25,205	18,826	20,567	18,018	...	...	...	...	...	1,310	
II. ...	368	2,242	1,458	1,776	1,405	...	...	...	...	...	41	1st Division.
	409	1,830	1,146	1,567	1,235	. .	...	...	...	...	55	2nd do.
	273	1,722	1,094	1,411	1,148	...	...	. .	...	...	63	3rd do.
	393	2,686	2,010	2,070	1,814	...	...	...	...	...	128	4th do.
	367	2,963	2,392	2,809	2,514	...	. .	...	...	...	298	5th do.
	164	1,659	1,562	1,633	1,405	...	...	...	...	...	259	6th do.
Total ...	1,974	13,102	9,662	11,266	9,521	...	...	...	...	...	841	
III. ...	186	1,231	753	961	685	453	489	283	288	...	...	1st Division.
	209	695	362	564	346	266	266	281	278	...	25	2nd do.
	145	912	476	700	444	205	330	183	273	...	32	3rd do.

No. XVII.—(*Continued.*)

Abstract of foregoing Table arranged according to Standards.—(Continued.)

Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Girls.	Remarks.
			Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.		
III ...	215	1,338	989	1,048	888	415	707	371	373	3	58	4th Division.
	223	1,116	821	1,017	818	401	481	290	267	8	164	5th do.
	97	1,063	924	1,010	818	445	408	220	286	...	143	6th do.
Total ..	1,075	6,355	4,325	5,300	3,999	2,185	2,681	1,628	1,765	11	422	
IV ...	87	576	394	491	219	277	220	210	195	115	...	1st Division.
	49	231	136	183	119	72	81	108	99	23	...	2nd do.
	35	197	124	177	61	73	75	55	99	24	...	3rd do.
	100	607	429	506	336	227	262	175	188	104	13	4th do.
	96	555	436	518	262	351	296	216	218	126	124	5th do.
	64	438	320	382	262	240	215	174	208	93	57	6th do.
Total ...	431	2,604	1,839	2,257	1,259	1,240	1,149	938	1,007	485	194	

No. XVII.—(*Continued.*)

Abstract according to Divisions.

Divisions.	Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Remarks.
				Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.	
First Division.												
[547 Schools passed Pupils.]	I.	491	*a* 3,888	2,358	2,666	2,330	...	...	...	...	...	*a* 127 Girls.
	II.	368	*b* 2,242	1,458	1,776	1,405	...	. .	. .	.	...	*b* 41 do.
	III.	186	1,231	753	961	685	453	489	283	288	.	
	IV.	87	576	394	491	219	277	220	210	195	115	
Second Division.												
[707 Schools passed Pupils]	I.	636	*c* 5,205	4,413	4,985	4,603	...		...	. .	...	*c* 109 Girls.
	II.	409	*d* 1,830	1,146	1,567	1,235	.		..	. .	...	*d* 55 do.
	III.	209	*e* 695	362	564	316	266	266	281	278	..	*e* 25 do.
	IV.	49	231	136	183	119	72	81	108	99	23	
Third Division.												
[439 Schools passed Pupils.]	I.	425	*f* 3,409	1,995	2,744	2,379	...	...	...	...	...	*f* 186 Girls.
	II.	273	*g* 1,722	1,094	1,411	1,148	...	...	...	.	...	*g* 63 do.
	III.	145	*h* 912	476	700	444	205	330	183	273	...	*h* 32 do.
	IV.	35	197	124	177	61	73	75	55	99	24	
Fourth Division.												
[587 Schools passed Pupils.]	I.	554	*i* 5,128	3,908	3,723	3,394	...	...	...	...	...	*i* 221 Girls.
	II.	393	*j* 2,686	2,010	2,070	1,814	...	...	...	...	...	*j* 128 do.
	III.	215	*k* 1,338	989	1,048	888	415	707	371	373	3	*k* 58 do.
	IV.	100	*l* 607	429	506	336	227	262	175	188	104	*l* 13 do.

No. XVII.—(*Continued.*)

Abstract according to Divisions.—(Continued.)

Divisions.	Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Remarks.
				Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.	
Fifth Division. [742 Schools passed Pupils.]	I.	696	*a* 5,270	4,386	4,536	4,095	...	...	...	..	...	*a* 346 Girls.
	II.	367	*b* 2,963	2,392	2,809	2,514	...	...	..	..	...	*b* 298 do.
	III.	223	*c* 1,116	821	1,017	818	401	481	290	267	8	*c* 164 do.
	IV.	96	*d* 555	436	518	262	351	296	216	218	126	*d* 124 do.
Sixth Division. [226 Schools passed Pupils.]	I.	210	*e* 2,305	1,766	1,913	1,727	...	...	...	...	...	*e* 321 Girls.
	II.	164	*f* 1,659	1,562	1,633	1,405	..	...	...	.	...	*f* 259 do.
	III.	97	*g* 1,063	924	1,010	818	445	408	220	286	...	*g* 143 do.
	IV.	64	*h* 438	320	382	262	240	215	174	208	93	*h* 57 do.

No XVII —(*Continued.*)

Abstract for the whole Presidency.

—	Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Remarks.
				Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Arithmetic.	Number of Pupils who passed in Grammar.	Number of Pupils who passed in Geography.	Number of Pupils who passed in Reading.	Number of Pupils who passed in Writing.	Number of Pupils who passed in Grammar.	
TOTAL FOR THE MADRAS PRESIDENCY.												
[*3,248 Schools passed Pupils.]	I.	3,012	*a* 25,205	18,826	20,567	18,018	...	...	...	...	...	*a* 1,310 Girls.
	II.	1,974	*b* 13,102	9,662	11,266	9,521	...	...	...	...	...	*b* 844 do.
	III.	1,075	*c* 6,355	4,325	5,300	3,999	3,185	2,681	1,628	1,765	11	*c* 422 do.
	IV.	431	*d* 2,604	1,839	2,257	1,259	1,240	1,149	938	1,007	485	*d* 194 do.

* Several schools passed pupils in more than one standard.

Beside the above, several female pupils passed in fair and creditable needle-work.

APPENDIX A.

No. XVIII

Abstract Statement of Money drawn in Scholarships during 1872-73.

Name of Institution at which held.	Amount of Scholarship from Imperial Funds									Remarks.
	Drawn in Government Institutions.			Drawn in Private Institutions.			Total.			
First Division.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
Normal School, Vizagapatam.	1,510	12	8	..	...	...	...	...	...	Special.
Do. Russelcondah ...	298	8	2	.	...	...	...	...	...	
Do. Nursapur ...	697	4	11	...	..	...	...	...	...	
							2,506	9	9	
Third Division.										
Government Normal School, Madras	3,882	12	1	...	...	...	...	...	...	Special.
Presidency College	2,015	0	0	...	..	...	...	...	...	General.
Medical College	1,500	0	0	...	...	.	...	...	...	Special.
School of Industrial Arts ...	420	0	0	...	..	..	..	...	...	
							7,817	12	1	
Doveton Protestant College .	...	..	.	520	0	0	...	...	...	General.
Free Church Mission Central Institution	...	...	..	120	0	0	...	...	...	Do.
							640	0	0	
Fourth Division.										
Provincial College, Combaconum	2,675	0	0	...	..	...	...	...	...	General.
Normal School, Vellore ...	820	14	6	...	..	...	...	...	...	Special.
Do. Trichinopoly...	1,094	5	3	...	...	...	..	...	...	
							4,590	3	9	
High School, Tanjore	...	...	...	240	0	0	...	...	...	General.
							240	0	0	
Fifth Division.										
Training Institution, Dindigul.	...	...	...	423	3	6	...	...	...	Special.
Palamcottah English Institution	...	...	...	547	8	0	...	...	..	
Church Missionary Society's Vernacular Preparandi Institution, Palamcottah ...	...	...	...	821	4	0	...	...	..	
Sarah Tucker's Training Institution for Girls', Palamcottah.	...	...	..	720	0	0	...	...	...	
							2,511	15	6	
Sixth Division.										
Normal School, Cannanore ...	126	13	2	...	...	...	...	...	...	Special.
Do. Mangalore ...	1,827	9	4	...	...	...	...	...	...	
Do. Calicut ...	1,180	8	7	...	..	...	...	...	...	
							3,134	10	1	
General Scholarships, Rs. 5,570-0-0 / Special Scholarships, Rs. 15,871-3-2 — Total.	18,049	3	8	3,391	15	6	21,441	3	2	

APPENDIX A.

No. XIX.

Standards of Examination.

1st (Lowest) Standard.

(1.)—*Vernacular Reading.* As in the 1st part of the 1st Book of Lessons in Tamil. The meanings of words to be given.

(2.)—*Writing.* In large hand, short words out of the Reading Book.

(3.)—*Arithmetic.* Notation to thousands, easy Addition, and the Multiplication Table to five times five. English figures to be used in all cases.

2nd Standard.

(1.)—*Vernacular Reading.* As in the 2nd part of the 1st Book of Lessons in Tamil, and the first twenty-five lessons of the 2nd Book. Explanation to be given.

(2.)—*Writing*, from dictation, short sentences out of the Reading Book.

(3.)—*Arithmetic.* Subtraction, Multiplication, and Division. The Multiplication Table to twelve times twelve.

3rd Standard.

(1.)—*Vernacular Reading.* As in the 2nd Book of Lessons in Tamil generally, with explanation.

(2.)—*Writing*, from dictation, in small hand, out of the Reading Book.

(3.)—*Arithmetic.* Compound Rules and Reduction, with the ordinary Weight, Measure, and Money Tables.

(4.)—*Grammar.* Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.

(5.)—*Geography* of the district in which the school is situated.

(6.)—*English Reading.* As in the 1st Book of Reading of the Madras School Book Society, with explanation in a Vernacular.

(7.)—*Writing*, in large hand, easy words from the English Reading Book.

4th Standard.

(1.)—*Vernacular Reading.* As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.

(2.)—*Writing*, from dictation, out of the Reading Book.

(3.)—*Arithmetic.* Moderately easy practical questions in Vulgar Fractions and Simple Proportion.

(4.)—*Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.

(5.)—*Geography* of the Madras Presidency, with a general outline of the Geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "Short Account of the Madras Presidency" in connexion with a map.

(6.)—*English Reading.* As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into a Vernacular.

(7.)—*Writing*, from dictation, out of English Reading Book.

(8.)—*English Grammar.* Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

APPENDIX B.

Return of Private Donations and Endowments from which Aid was received in Government Colleges and Schools during the Official year 1872-73.

Name of Donor.	Description or Object of Donation or Endowment.	Amount realized.			Total.			Remarks.
	THIRD DIVISION.	RS.	A.	P.	RS.	A.	P.	
Public Subscribers	Cullen Scholarship at the Presidency College for the encouragement of Students from Travancore	240	0	0				Interest on Rupees 5,000, the Endowment Fund.
Do.	Conolly Scholarship at the Presidency College for the encouragement of Students from Malabar	192	0	0				
Do.	Elphinstone Endowment at the Presidency College for the encouragement of Students of Madras	144	0	0				Do. on Rupees 5,500, do.
Trustees of Patcheappah Mudaliar's Charities.	Patcheappah Scholarship at the Presidency College for the encouragement of Students from Patcheappah's High School	576	0	0				
Public Subscribers	Bourdillon Endowment at the Presidency College for the encouragement of the study of Vernacular Literature	60	8	0				Do. on Rupees 1,100, do.
Maharajah of Travancore ..	Travancore Maharajah's Prize at the Presidency College.	20	0	0				Do. on Rupees 500, do.
Do. of Vizianagrum ..	Vizianagrum do. do. do. ..	19	0	0				Do. on Rupees 500, do.
Do do. ..	Do. do. Scholarship at the Presidency College for the encouragement of Students from the Northern Circars	540	0	0				
E. B. Powell, Esq., ...	Powell Translation Prize	200	0	0				
Public Subscribers	Norton Medal at the Presidency College awarded for the best Vernacular Essay	28	0	0				Interest on Rs. 700, the Endowment Fund.
	Mr. Porter's Prize	45	0	0				Donation.
The Honorable Sherf-ul-Omrah Bahadoor.	Denison's Scholarship at the Presidency College ..	8	0	0				Interest on Rupees 1,330, the Endowment Fund.
Public Subscribers	Lane Scholarship, to provide a Scholarship at the Medical College of the value of Rupees 30 per mensem, with a progressive rise of Rupees 10 at the end of the first and third years, tenable for five years, with a view to perpetuate the memory of the late Doctor Lane	360	0	0				Donation.
Do.	Johnstone Medal at the Medical College, to perpetuate the memory of the late Doctor Johnstone	40	0	0				Interest on Rupees 1,000, the Endowment Fund.
Colonel G. W. Walker, R.E. ..	To train men at the Civil Engineering College for employment as Taluq Overseers in Canara and Malabar.	180	0	0				Do. on „ 4,000, do.

TABLE XXII.—(*Continued.*) **APPENDIX B.—(*Continued.*)**

Return of Private Donations and Endowments from which Aid was received in Government Colleges and Schools during the Official year 1872-73.

Name of Donor.	Description or Object of Dodation on Endowment.	Amount realized. Rs.	A.	P.	Total. Rs.	P.	A.	Remarks.
The Honorable Sherf-ul-Omrah Bahadoor.	For the encouragement of Mussulman youths in the Mylapore Anglo-Vernacular School	34	11	4				Do. on „ 1,200, do.
Members of the Hindu Community.	Scholarship to Pupils in the Government Female Normal School, Madras	1,691	0	0				
	FOURTH DIVISION.				4,378	4	2	
Inhabitants of Combaconum ..	Beauchamp Medal at the Combaconum Provincial College	50	0	0				Do. on Rupees 1,000, do.
Do. of Tanjore	Edward Bird's Scholarship at do. ..	60	0	0				Do. on „ 1,312, do.
Chundrapragasa Muppanar ..	Muppanar Medal at do. ..	100	0	0				Do. on „ 2,000, do.
Do. do. ..	Do. at do. ..	168	0	0				Donation.
Reverend T. Foulkes	Prize for English Composition at the Zillah School, Salem	20	0	0				
Mr. Smith	Prize in books, Taluq School, Oossoor	8	1	7				} Donation
	SIXTH DIVISION.				406	1	7	
Public Subscribers	To found a Scholarship at the Calicut Provincial School in the name of Mr. Conolly, late Collector of Malabar.	282	0	0				Interest on Rupees 11,200 the Endowment Fund.
Do.	To found a Scholarship at the Calicut Provincial School in the name of Mr. Sharpe, Civil and Session Judge ..	90	0	0				Interest on „ 2,633-4-0, do.
Brennen, Esq., late of Tellicherry.	Towards maintaining a school for general education at Tellicherry	440	0	0				Do. on „ 8,000, do.
Inhabitants of Mangalore ..	To found a Scholarship in the name of H. S. Thomas, Esq., Collector of South Canara, at the Provincial School, Mangalore	60	0	0				Do. on „ 1,732-4-6, do.
Masters and Students of the Provincial School and others.	To found a Scholarship in the name of W. E. Ormsby, Esq,. late Head Master, Provincial School, Mangalore.	12	0	0				Do. on „ 300, do.
Public Subscribers	Mangalore Endowment Fund raised in connexion with the Mangalore Provincial School	2,517	0	0				Do. on „ 67,200. do.
					3,401	0	0	
	Total ..	..	..	..	8,185	5	9	
	Proceeds of Endowment .. Rupees 5,893 3 4							
	Subscriptions and Donations .. „ 2,292 2 5							
	Total .. 8,185 5 9							

EDUCATIONAL DEPARTMENT.

Read Report on Public Instruction, dated 20th August 1873, No. 1,718.

ORDER THEREON, 13th July 1874, No. 247.

The late date at which the printing of this report, with its appendices, has been completed, and the numerous important educational questions which have been decided or brought under discussion since the close of the period to which it relates, render it unnecessary for Government now to do more than briefly review the progress of educational operations during the year.

2. The increase in the number of schools throughout the Presidency was 2,379 and in the number of students 56,862, the total number of schools of each class and the number of students attending them in the year under review being as shown in the marginal abstract. The districts which showed the greatest advance were Tanjore, Malabar, Kistna, North Arcot, Tinnevelly, Bellary, and South Arcot; the increase being chiefly in lower-class schools, of which Local Fund Boards or Municipalities supported or aided no less than 4,081, with 110,078 pupils against 2,361 schools and 63,898 pupils in 1871-72.

	Schools.	Scholars.
Colleges	13	480
Higher-class Schools...	53	11,990
Middle do. do. ...	503	28,262
Lower do. do. ...	6,190	149,081
Normal Schools ...	17	1,929
Professional Schools ...	4	312
Total ...	6,780	192,054

The race and sex of the pupils attending the various schools is shown in the margin, the number of boys studying English being 51,417 and the number of girls 3,070.

	Boys.	Girls
Europeans	306	203
East Indians	2,562	1,785
Native Christians ...	9,926	5,160
Hindus	155,044	7,105
Muhomedans	9,779	64
Parsees	19	10
Jews	1	...
Pariahs	87	3
Total ...	177,724	14,830

3. The proportion of students to population in the different districts varied from $\frac{1}{31}$ in Madras to $\frac{1}{130}$ in Vizagapatam. The proportion for the whole Presidency was $\frac{1}{114}$, or $\frac{1}{6}$ of the boys under twenty and $\frac{1}{313}$ of the girls under twelve years of age.

4. Of 1,530 candidates who presented themselves for the Matriculation Examination 611 passed, the numbers in 1871-72 being 1,419 and 492; so that the year under review shows not only an advance of twenty-four per cent. in the number of passed candidates, but an increase of 5·3 in the percentage which the number of those who passed bears to the total number of candidates.

5. In the case of the F.A. Examination, however, there was a decrease of twenty per cent. in the number of candidates who passed, while the percentage which they bore to the number presenting themselves for examination fell from 47·3 to 31·7. The falling off in the number of passed candidates is more remarkable in the case of Government than of private institutions, the percentage of decrease being 25·9 and 15·4, respectively. The Director of Public Instruction offers no explanation in the case of the F.A. Examination; but the decrease of 44·6 per cent. in the number passing the B.A. Examination is fully explained by the fact that the course had been extended from three to four years, so that the candidates really consisted of waifs and strays, as the Director styles them, many of whom had failed at previous examinations. Out of eight candidates presenting themselves for the B.L. Examination, four obtained the requisite standard of qualification, as did also the single candidate who appeared for the degree of M.A. Five candidates qualified for the degree of B C.E, and one candidate obtained the degree of Doctor of Medicine. The net cost to Government of the University was Rupees 16,633.

6. At the Presidency College there was a decrease in the cost per pupil in the college department, but a large increase in the school department. The attendance was one less than in the year 1871-72, while six more pupils passed the Matriculation or F.A Examinations As above explained, there was necessarily a considerable decrease in the number who passed the B.A. Examination. 'At the Combaconum College the total cost per pupil in both departments was higher than in 1871-72, but there was a considerable decrease in the cost to Government per pupil in the school department. There was an increase of nine in the attendance and of fifteen in the number who passed the Matriculation Examination, but a decrease of eleven in the number who passed the F.A. Examination. At the Central Institution of the Free Church of Scotland Mission 30·2 per cent. of the scholars passed the Matriculation, 9·3 per cent. the F.A., and 5·8 per cent. the B.A. Examination—results which do not fall far below the measure of success obtained by the Presidency College, except in the case of the F.A Examination. The number of pupils passing the University Examinations compared with the attendance at the Doveton College speaks well for the character of the instruction imparted; but, as remarked by the Director, the institution is undoubtedly an expensive one, and the Government observe that the inspection results were not considered very favorable.

7. Including the school departments of the above, which are usually termed colleges, and excluding the Madrasa-i-Azam, transferred in the course of the year to the middle class, the number of higher-class schools was fifty-three as in the preceding year; but there was a decrease of nine in the number of pupils, owing to a falling off in the attendance at the Doveton Girls' Higher-class School, which was the only institution of the

kind in the Presidency during the year under review. The distribution of the colleges and higher-class schools and a few other particulars are shown in the subjoined table In the case of the colleges, the information given below refers only to the school departments, and Local Fund schools are treated as Government institutions :—

Districts.	Number of Schools.		Passed Matriculation.		Cost or Average Cost per Annum of educating each Pupil.								
					Total Cost.				Cost to Government.				
	Government.	Private.	Government.	Private.	Government.			Private.			Government.			Private.		
					Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Ganjam	1	...	3	...	46	0	11	...	...	...	29	10	2	...	...	...
Vizagapatam ...	...	3	...	6	...	...	...	36	2	4	...	...	...	8	5	1
Godavery	1	3	7	10	40	13	8	45	3	5	22	0	2	18	1	10
Kistna	...	2	...	16	...	...	...	37	12	9	...	..	..	13	3	3
Bellary	1	1	12	5	54	8	0	27	3	11	34	0	6	7	5	8
Kurnool	1	...	3	...	46	3	5	...	...	...	33	15	1	...	...	...
Cuddapah	1	...	8	...	35	4	2	...	...	...	18	11	6	...	...	...
Nellore	...	1	...	7	...	...	...	30	9	1	...	...	...	14	4	8
Madras	1	12	42	106	178	13	4	81	5	11	147	10	0	20	8	11
Chingleput... ...	1	2	...	11	35	5	8	62	2	9	13	3	2	14	4	11
South Arcot ...	1	2	2	3	39	0	4	27	3	2	23	8	8	10	8	3
North Arcot ...	1	...	14	...	34	1	3	...	...	...	15	10	4	...	...	...
Salem	1	...	6	...	27	5	8	...	...	.	2	15	0	...	...	...
Trichinopoly ...	...	2	...	22	...	...	...	29	1	10	...	...	...	12	5	8
Tanjore	1	6	44	32	30	15	10	32	12	8	3	15	6	13	3	5
Madura	1	...	13	...	38	4	10	...	...	...	18	2	8	...	...	...
Tinnevelly	...	1	...	13	...	...	...	19	1	5	...	...	...	9	1	10
Coimbatore ...	...	1	...	4	...	...	...	29	3	2	...	...	...	12	8	4
Malabar	3	...	35	...	31	11	1	..	...	...	15	15	6	...	...	...
South Canara ...	1	...	15	...	33	1	7	...	...	...	10	3	5	...	...	...
Doveton Girl's School, Madras ..	...	1	...	...	...	...	...	88	9	6	...	...	...	12	15	10

8. The financial results of the school department of the Combaconum College and of the Zillah School, Salem, are very satisfactory, the cost to Government of the education of each pupil having been only Rupees 3-15-6 and Rupees 2-15-0, respectively, the minimum amongst Government institutions in 1871-72 having been Rupees 7-13-0 in the school department of the Combaconum College, while the school department of the Mangalore Provincial School followed at Rupees 10-7-11. In the case of school departments of colleges, it may be open to question whether the work could have been done so cheaply if the institutions had been independent, and explanation is desired on the point. No such objection, however, can be raised with regard to the Salem school where the realizations from fees were so great as to bring down the cost to Government of the education of each pupil to Rupees 2-15-0, or less than half the minimum in the aided schools of the same class, which amounted to Rupees 6-14-7 in the case of St. Mary's Roman-Catholic Seminary, Black Town. At the same time, it is to be observed that, as a rule, the

G. O., dated 18th June 1874, No. 220.

education of each pupil in a Government school costs Government considerably more than in aided schools. The subject, however, will not be pursued further here, as information has already been called for in a separate order.

9. With regard to the private schools of the higher class enumerated in Appendix B, it is observed that in the case of ten out of the thirty-two therein mentioned, the Government grants and the receipts from fees together amounted to more than three-fourths of the cost of the schools, while the receipts of the Hindu Anglo-Vernacular School, Tinnevelly, from these two sources exceeded the expenditure for the year by Rupees 92, and only fell short of it by Rupees 5 in the case of the Central School, Nursapore. The cost to Government of educating each pupil in the Palghaut Higher-class Local Fund School, as shown in Appendix B, is only Rupees 12-1-3 ; but this only represents the cost to Provincial Funds, the actual cost to the tax-payer being Rupees 29-15-1, or higher than that of any Zillah school, with the single exception of that at Kurnool. The attention of the Director of Public Instruction and of the Local Fund Board is called to this point with especial reference to Mr. Garthwaite's remarks on parsimony in the expenditure. The entries in connexion with this school and with that of the Saidapett Local Fund School have attracted the attention of Government to the fact that the Municipal and Local Fund schools are treated in the appendices and throughout the report as private institutions. This, however, is only correct as regards the educational department and the educational budget. From the standpoint of the tax-payer and the general public, schools under the management of a Local or Municipal Board, and deriving their support from local taxation, are as much public institutions as any other, and they should be classified apart from the private institutions in the returns connected with Appendix B accompanying future reports. The classification of all the various schools, moreover, should be arranged so as to enable Government to ascertain without difficulty the number of pupils from the town and rural population respectively.

Page 356 of the report.

10. The number of middle-class schools rose from 494 to 503, and there was an increase of 4,869 in the number of pupils, bringing the total up to 28,262. The marginal table shows the distribution of the schools between the six educational divisions of the Presidency. The amount given as salary grants to middle-class schools amounted to Rupees 1,01,674 against Rupees 91,525 in

		No. of Schools.	No of. Pupils.
1st Division	Government...	15	592
	Private... ...	80	2,950
2nd ,,	Government...	5	178
	Private	49	2,122
3rd ,,	Government...	16	958
	Private	45	4,790
4th ,,	Government...	16	1,360
	Private	99	4,988
5th ,,	Government...	8	422
	Private	97	4,913
6th ,,	Government...	8	388
	Private	65	4,601
	Total ...	503	28,262

1871-72, while the amount paid as result grants fell from Rupees 23,646 to Rupees 21,273. It is difficult to reconcile these figures taken from Appendix A, No. XVI., with the fact that the marginal tables in the body of the report show a considerable falling off in the number of schools aided on other than the result system ; but it is presumed that it is partly owing to a portion of the grants having been paid on account of the previous year, while some of the results grants earned were only paid in the year 1873-74. The decrease in the number of salary-grant schools above alluded to appears to have been due, in most cases, to the adoption of a stricter classification which led to the transfer of a considerable number of schools from the middle to the lower class, and this is especially noticeable in the districts of Tanjore, South Arcot, Godavery, and Salem. In Malabar, however, out of an increase of nine in the number of middle-class schools of all kinds, only four were result-grant schools.

11. It is observed that the minimum cost to Government of the pupils educated in the Government schools of the middle class was Rupees 1-13-2 at the Taluq School, Srirungam, and the maximum, Rupees 35-2-9, at the Taluq School, Gunupore (exclusive of the Madrasa-i-Azam, which was only transferred from the higher class in the course of the year). The average was Rupees 17-13-2. Amongst private schools of the middle class aided by Government, the minimum cost to Government of each pupil was Rupees 0-2-10, and the maximum Rupees 92-5-9,* exclusive of Municipal and Local Fund schools, which, as above remarked, the Government do not look upon in the light of private aided institutions. In seven only of the private aided schools of the middle class, shown in Appendix B, was the cost to Government of each pupil below the minimum in a Government school, but it was not above the average in more than five instances. From Appendix A, No. XIV., which deals specially with Local Fund schools under the old name of "Union Schools," the Government gather that in 1872-73 there were seventy-nine Local Fund and Municipal schools of the middle class, of which fifty received aid from Provincial Funds, and were probably chiefly old rate schools established under Act VI. of 1863. The remarks contained in paragraph 96 of the Director's report on the unsatisfactory state of middle-class education are not encouraging, but Government are inclined to agree with him in believing that the objections against making any increase to the number of existing examinations are so great as to preclude the adoption of the proposal to find a remedy in the introduction of a new general examination for the middle-class standard. The Governor in Council will be prepared to consider the case of any school in which the Director of Public Instruction would recommend on account of bad management the withdrawal of the grant.

* Lawrence Asylum, Ootacamund.

12. The only schools of the lower class supported from Provincial Funds were sixteen schools in the hill tracts of Ganjam, where there is no

Local Fund Board, a special school for the Yenádis in the Nellore District, and four special schools for Mahomedans established during the year at Adoni, Kurnool, Cuddapah, and Nagore. The latter had been established for too short a time to permit of any conclusions being drawn from their working during the year under review. The attendance at the former was satisfactory.

13. The Local Fund and Municipal schools of the lower class numbered 242 in 1872-73 against 185 in 1871-72. The increase in the number of these elementary schools in the different divisions is shown below :—

—	1871-72.	1872-73.	Increase.
First Division	159	170	11
Second do.	...	29	29
Third do.	...	7	7
Fourth do.	1	9	8
Fifth do.	...	...	...
Sixth do.	25	27	2

14. The total absence of schools of the kind in the 5th Division, and the small number to be found in some of the others is not explained in the report ; but it is doubtless, owing in some degree to the opinion held in some quarters, that the extension of the system of results grants is preferable to the establishment of lower-class schools supported entirely from Local Funds. From the statement given in Appendix A, No. XIV., it may be gathered that the average cost of a Local Fund elementary school in the various educational divisions was as follows :—

	RS.
First Division	128
Second do.	617
Third do.	589
Fourth do.	265
Fifth do.	...
Sixth do.	214

15. No explanation is given of the great diversity ; but, as all the schools in the 2nd and 3rd Divisions were established during the year, it is probable that the cost of furniture, and possibly of buildings also, is included in the above figures. From the same statement, it would appear that the average attendance in schools of the kind in the various divisions was as shown in the margin. The high average in the 4th Division is owing to the inclusion of schools in the Tanjore Municipality with an attendance varying from 130 to 182. Turning to Appendix B—Private Schools of the Lower Class—in which return Local Fund and Municipal schools are also entered, it appears, according to the figures there given, that the cost to Local Funds in thirty-two schools in the

	Average Attendance.
First Division ...	23
Second do. ...	27
Third do. ...	37
Fourth do. ...	107
Fifth do. ...	...
Sixth do. ...	30

Nursapore Taluq was only ten pies per head,—an obviously absurd entry as the schools were supported entirely by Local Funds without the levy of fees, and the *total* cost per head is shown at Rupees 5-9-10. The Director is requested to call particular attention to errors of this kind. They are very apt to arise with elaborate returns, such as those submitted with this report if they are merely prepared mechanically without the results shown being carefully considered. The maximum and minimum cost per pupil to Local Funds in the Local Fund elementary schools in the various districts is shown in the margin as far as can be gathered from Appendix B. In the case of Canara, the cost to the Local Boards usually appears as considerably in excess of the total cost, so that the preparation of the return is obviously defective. In regard to these figures, full allowance must be made for the additional cost per pupil, which must always be expected in schools in the rural tracts as compared with Municipal schools, and the necessity which for the present exists of keeping down the fees in outlying village schools. The question raised by the Director regarding the advisability of permitting the rudiments of English to be taught in Local Fund elementary schools is under consideration separately.

	Maximum.			Minimum.		
	Rs.	A.	P.	Rs.	A.	P.
Godavery ...	7	3	5	4	12	3
South Arcot...	13	7	2	7	13	3
Tanjore ...	1	4	0	1	4	0
Malabar ...	15	1	0	3	12	11
Canara ...	42	12	0	8	6	2

16. The bulk of the aided private schools of the lower class being on the result-grant system, the few which draw salary grants require no remark, beyond noticing the fact that the total amount expended in salary grants to schools of that class was Rs. 1,091-15-6. The marginal table gives a brief abstract of the working of the system during the year under review as compared with the previous year, the difference between the grants sanctioned and the grants paid being owing to some of the amounts sanctioned in one year being drawn in another. The schools are not classified in the special results grants returns; but from Appendix B it may be gathered that there were seventy-four schools of the middle class aided on the results system.

	1871-72.	1872-73.
No. of schools for which grants are sanctioned	2,037	3,248
Attendance	54,400	89,820
Grants sanctioned from—	Rs.	Rs.
(a.) Provincial Funds...	23,701	27,413
(b.) Municipal Funds ...	14,197	19,945
(c.) Local Funds ...	65,249	98,719
Total grants sanctioned..	1,03,147	1,46,077
Grants paid from—		
(a.) Provincial Funds..	23,930	21,274
(b.) Municipal Funds ...	12,112	18,643
(c) Local Funds ...	56,165	98,940
Total grants paid ...	92,207	1,38,857

17. The sum sanctioned from Provincial Funds on account of these schools amounted to Rupees 27,413 which, with an attendance of 3,255, gives an average of Rupees 8-6-9 per pupil. This leaves 3,174 schools of the lower class, with an attendance of 86,565, for which a grant of Rupees 1,18,664 was sanctioned from Local and Municipal Funds, being at

the rate of Rupees 1-5-11, or rather more than the cost to the Municipality per pupil in the Municipal schools of the lower class at Tanjore.

18. The following table gives an abstract for the Presidency of the number of pupils who qualified according to the different results-grants standards :—

Standard.	Number of Schools that passed Pupils.	Number of Pupils presented for Examination.	Vernacular.					English or Extra Language.			Girls presented for Examination.
			Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Reading.	Writing.	Grammar.	
I. ...	3,012	25,205	18,826	20,567	18,018	...	...	...	...	...	1,310
II. ...	1,974	13,103	9,662	11,266	9,521	...	...	...	...	...	844
III. ...	1,075	6,355	4,325	5,300	3,999	3,185	2,681	1,628	1,765	11	422
IV. ..	431	2,604	1,839	2,257	1,259	1,240	1,149	938	1,007	485	194

19. The question of the effect produced in indigenous schools by the working of the results-grant system will be considered when the revision of the result-grants rules is being carried out.

20. The number of girls under instruction during the year shows a satisfactory increase of nearly twenty-five per cent., the whole of the increase being in connexion with institutions in no way connected with religious bodies. The marginal table shows the nationality of the girls attending the schools as far as information is available. As the bulk of those classed under the head "Others" are shown as attending Missionary schools, they are probably chiefly native christians. These should be classed separately hereafter. The 2,225, whose nationality or religion is not known, are little girls attending ordinary village schools, and therefore probably Hindus. The annexed table shows the number of girls under instruction in the various districts :—

Hindus	5,747
Mahomedans	58
Others	6,289
Not known	2,225
Total ...	14,319

District.	No.	District.	No.	District.	No.
Madras and Chingleput..	3,903	Coimbatore ...	450	Trichinopoly ...	137
Tinnevelly	3,548	Godavery	377	Cuddapah ...	69
Malabar	1,495	South Canara ...	302	Ganjam	53
Tanjore	931	South Arcot ...	299	Kurnool	23
Vizagapatam	635	Bellary	294		
Madura	590	Salem	239		
North Arcot	526	Nellore	196		
		Kistna	194	Total ...	14,330

21. The operations in the Normal Schools during the year under review call for little remark. It is hoped that it may soon be found practicable

to extend to the Normal Schools in the Provinces the improved organization lately introduced into the Madras institution. The question of continuing the experiment of the Female Normal School at Madras has already been separately disposed of.

22. The fees realized during the year in both Government and private institutions amounted to Rupees 5,38,918 which, with an attendance of 1,92,054, gives an average fee of Rupees 2-12-11 per pupil. Last year the receipts being Rupees 3,83,021 and the attendance 1,35,192, the average was Rupees 2-13-4. This decrease is, of course, unsatisfactory, but the Government observe that it is more than explained by the fact that the great proportion of the increase in the attendance during the year arose from the establishment of result-grant schools, the levy of fees in which is absolutely uncontrolled, while either very low fees or none at all were levied in many of the newly established Local Fund schools.

23. The total expenditure from Provincial Funds on Government educational institutions of all kinds was Rupees 4,30,323, the net expenditure after deducting fees being Rupees 3,28,360. The expenditure on grants-in-aid was Rupees 2,59,483 from Provincial Funds and from Local Funds Rupees 1,18,664, the increase during the year in the grants-in-aid being Rupees 9,150 from Provincial Funds and Rupees 39,218 from Local Funds.

24. The gross expenditure on education from public funds, so far as can be gathered from the statement given in the report, appears to have been—

	RS.
From Provincial Funds	10,11,308*
Special Funds	72,780
Local Funds—	
Local Fund Schools	94,417
Result Grants	1,18,664
	2,13,081
	12,97,169

25. The above is exclusive of the expenditure from Local Funds on Inspecting School masters, which nowhere appears in the report. The Government consider that the report on Public Instruction should give full particulars of the expenditure on education from Local and Municipal Funds, and in order that this may be done in future all Presidents of Local Fund and Municipal Boards will forward to the Director of Public Instruction a copy of the educational portions of the annual statement as soon after the close of the year as possible.

* Including Rs. 57,643 to be recovered from Local Funds.

26. The total expenditure from all sources upon educational institutions, public and private, was Rupees 18,78,954 against Rupees 15,57,288 in 1871-72,—a sensible and satisfactory increase. Of the total expenditure 29·54 per cent. was devoted to higher-class education, 30·74 to middle-class, 28·52 to lower-class, 5·73 to Normal Schools, and 5·56 to schools for special education.

(True Extract.)

D. F. CARMICHAEL,
Acting Chief Secretary.